

UNIVERSITY FOR DEVELOPMENT STUDIES, TAMALE

**THE ROLE OF PERFORMANCE APPRAISAL SYSTEM ON STAFF
PERFORMANCE AT THE NORTHERN REGIONAL
CO-ORDINATING COUNCIL,**

RICHARD KUUBETERSUUR,

2020



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BY

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UDS/MCM/0156/17

**THESIS SUBMITTED TO THE DEPARTMENT OF MANAGEMENT
STUDIES, SCHOOL OF BUSINESS AND LAW, UNIVERSITY FOR
DEVELOPMENT STUDIES (UDS), IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF MASTER OF COMMERCE
DEGREE IN HUMAN RESOURCE MANAGEMENT**

JULY, 2020



DECLARATION

I hereby declare that this dissertation is the result of my own original work and that no part of it has been presented for another degree in this University or elsewhere:

Candidate's Signature:  Date: 3rd August, 2020

Richard Kuubetersuur

Supervisor's Declaration

I hereby declare that the preparation and presentation of the dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the University for Development Studies.

Supervisor's Signature: Date:

Joseph K. Wulifan, PhD.



ABSTRACT

The study evaluated the performance appraisal system and its effect on employee performance at the Northern Regional Co-ordinating Council, Tamale. The study adopted descriptive survey research design. Primary and secondary sources of data were used for the research. Close-ended questionnaires were used in the collection of the primary data with a sample size of 86. Quantitative approach was adopted to analyze the data. This revealed that, the Northern Regional Co-ordinating Council has an appraisal system in place to appraise her employees. Key performance criteria (i.e., competencies, behaviors, result/outcomes) have been clearly identified in the appraisal system. There is understanding and support from key stakeholders such as workers and supervisors and the performance criteria have been extracted from an up-to-date job description. The study revealed that performance appraisal makes staff to work harder than expected. PA helps in professional development in identifying strengths and weakness in performance and implementing strategies for improvement. PA helps in identifying systematic factors that are barriers to effective performance. The study concluded that there is low commitment to performance appraisal. Supervisors do not display the right attitude to help the process and most workers see the usefulness of the system only when they are due for promotion to their next grades.

Thus, it is recommended that as a way of effectively utilizing performance appraisal results, PA should directly link to training, promotions and rewards. By this, the Coordinating Council is expected to use performance appraisal results to train staff whose performances are below expectation in their area of specialization.



ACKNOWLEDGEMENTS

I wish to acknowledge God Almighty first and foremost for his protection and providence over the period and for bringing what He began to a successful end. To a number of individuals who have contributed tremendously towards the successful completion of this study, I express my appreciation. I am most grateful to my supervisor, Dr. Joseph K. Wulifan, a lecturer at the Department of Management Studies at the School of Business and Law, University for Development Studies (UDS), Wa, for his patience and painstakingly looking through the study. His guidance, constructive criticism, suggestions and advice have made it possible to produce this piece of work.

I appreciate very much the co-operation of all respondents of the NRCC.



DEDICATION

To my late father, Mr. Zacharia Kuubetersuur, my Mother Madam Priscilla Tietaah, for their parentage. To my late Aunties; Rev. Sr. Celine and Mary Grace Tietaah, my children, Carolyn Ngmen-Nomo, CallistusNgmen-Kyogtaah, and Priscilla Maalo and Juliana, my wife for their support.

To Ms. Carine Baduweh for her encouragements in diverse ways.



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LIST OF ACRONYMS

ACAS	-	Advisory Conciliation and Arbitration Service
HRM	-	Human Resource Management
MBO	-	Management by Objectives
MDAs,	-	Ministries, Departments and Agencies
MMDAs	-	Metropolitan, Municipal and District Assemblies
NGO	-	Non-Governmental Organization
PA	-	Performance Appraisal
RCC	-	Regional Coordinating Council
RIBS	-	Regional Integrated Budgeting System
SPSS	-	Statistical Package for the Social Sciences
VIE	-	Valence, Instrumentality and Expectancy



CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The success of any organization depends on the quality and characteristics of its employees (Daoanis, 2012). The employees become a significant factor in any organization since they are the heart of the company. Organizations simply cannot achieve their goals and objectives without them. However, it is a fact that any employee for that matter needs something to induce him or to look forward to so that he is motivated to work at the best interest of the company (Daoanis, 2012). This indeed was indicative of the more strategic approach to Human Resource Management (HRM) policies which sought to connect the aims of the organization to the performance of the individual.

Over the past decades, performance appraisal has become such an important in organizational life that virtually every company has an appraisal system (Karkouljian, 2002). Performance appraisal is becoming a highly interesting and provocative topic in management. Up to now, researchers and practitioners have been writing emphatically on the performance appraisal issue (Pichler, 2012). The ever-growing emphasis on performance appraisal has been attributed to the fact that it seems impossible for supervisors or managers to effectively manage any organization without the adequate information on how people are performing, and how they meet their responsibilities (Moers, 2005). Such information is necessary for critical management functions like maintaining control of current operations and planning for the future, making decisions about compensations and promotions (Khan et al., 2017). Performance is essential to people and the organizations that they work in (Alghanabousi, 2013). Bartlett and Ghoshal (1995), argue that people are an



organization's supreme resources: individuals and organizations have realized how important the role of people in their organization is and how the success of the organization depends on its individuals. The organization's key aims, goals and objectives become an embedded part of the process in the performance management and communicated through the performance appraisal process. (Marchington & Wilkinson, 2005). The increasing demand for greater accountability by local government departments and institutions has led to a growing emphasis on performance appraisal for effective performance of staff (Karkoulian, 2002). Staff appraisal has been considered as a highly important issue that should be effectively embraced by local government professionals as an essential aspect of their work.

Since performance appraisal is often considered as one of the most important human resource practices (Boswell & Boudreau, 2002; and Kehoe & Wright, 2013) and is one of the more heavily researched topics in work psychology (Fletcher, 2002), the construct validity of performance measures is critical. The convergent validity of performance measures is important to academics and practitioners, alike; for the former, it is important to hypothesize test validity and theory construction, whereas the latter are interested in accurately assessing employee performance to utilize scarce resources. Previous research has shown that the indicators of performance in the public service are multi-dimensional (Kelly & Swindell, 2002; Boyne, 2003). This is because public organizations are required to address a range of objectives, some of which may be in conflict. Public sector indicators and targets cover the various spectrums of performance, which may include output volume, output quality, efficiency and outcomes or effectiveness (Boyne, 2002).

Moreover, as a service provider, the public sector will be faced with difficulties of quantifying its main performance measures, such as customer satisfaction, service



delivery and the quality of service as well as the importance of public service motivation for the performance of public organizations (Petrovsky and Ritz, 2014). Thus, finding the right determinants of performance measurement is a perplexing problem that has challenged organizations in both the public and private sectors. Landy and Farr (1983), categorized performance data as either subjective (judgmental measures) or objective (non-judgmental measures). For over three decades, academics have debated the merits of subjective and objective measures of performance (Carter, et al., 1992; and Kelly & Swindell, 2002). However, some authors (Pandey & Moynihan, 2006; and Meier & Brudney, 2002) agree that both objective and subjective measures of performance have been used in studies of the determinants of performance in public sector organizations.

In understanding the effects of performance appraisal and measurement, public sector institutions need to have an understanding of how to design more effective systems for performance evaluation and incentive compensation. Managers are measuring, evaluating, compensating, designing and changing their systems constantly. The reason is that wrong appraisal schemes can lead to inaccurate performance appraisals and therefore to low motivation, commitment, and loyalty by staff (Kreitner & Kinicki, 1998; and Bruns, 1992). Reid, Barrington and Kenney (1992), confirm that lack of commitment and unclear aims are the main reasons why “certain” appraisal schemes fail to realize hopes. This study therefore intends to explore the performance appraisal system on employee performance of staff of the Northern Regional Coordinating Council of Ghana.



1.2 Problem Statement

Performance appraisal (PA) has over the years become a very crucial part of the Human Resource Management (HRM) in organizations and its benefits to these organizations around the world cannot be overemphasized (Adofo, 2011). Performance appraisal provides a good opportunity to formally recognize employees' achievements and contributions to the organization, and to ensure that a clear link is established and maintained between performance and reward (Bintu, 2014). Thus, one of the key objectives of performance appraisal is to reward performance and address weaknesses. In other words, it provides valuable feedback and instruction to employees and gives managers and supervisors a useful framework from which to assess the employees' staff's performances (Bintu, 2014).

Notwithstanding performance appraisal enormous contributions to the development of organizations the world over, PA usage has not yet gone down well with a number of organizations most often government institutions and the Northern Regional Co-ordinating Council is no exception. In reference to the above, a number of discrepancies have been found in the PA processes being followed in government organizations specifically the Coordinating Council of the Northern Region of Ghana.

To begin with, the lack of accountability of most employees of the coordinating council has led to a laissez faire attitude towards their work. Also, most of the objectives of work at the Northern Regional Co-ordinating Council are unchallenging, unrealistic and not timely reviewed and updated. It is therefore difficult to measure the average performance of employees. More so, the lack of information on appraisal forms, expertise and relevant training often affect the PA processes since they are not conducted on a regular basis. Other HR decisions such as rewards, training or



promotions are not directly linked to the results of the performance appraisal process. Performance appraisals at the NRCC are mostly conducted on employees who are due for one promotion or the other. This approach has undermined the credibility of the appraisal system which in the normal circumstances ought to have been organized periodically for all employees to assess their respective performances and to improve where necessary. Therefore, the purpose of the study seeks to evaluate the performance appraisal system on employee performance of staff of the Northern Regional Co-ordinating Council of Ghana.

1.3 Research Questions

1. What are the performance appraisal processes and procedures practiced at the Northern Regional Co-ordinating Council, Tamale?
2. What is the effect of performance appraisal on staff performance in the Northern Regional Co-ordinating Council, Tamale?
3. What are the uses of performance appraisal records at the Northern Regional Co-ordinating Council, Tamale?
4. What are the problems associated with the conduct of PA at the Northern Regional Co-ordinating Council, Tamale?

1.4 Main Research Objective

The general objective of the study was to evaluate the performance appraisal system and its effect on employee performance at the Northern Regional Co-ordinating Council, Tamale.



1.4.1 Specific Research Objectives;

1. To examine the performance appraisal processes and procedures at the Northern Regional Co-ordinating Council, Tamale.
2. To estimate the impact of performance appraisal and staff performance at the Northern Regional Co-ordinating Council, Tamale.
3. To identify the use of performance appraisal records at the Northern Regional Co-ordinating Council, Tamale.
4. To find out the problems associated with the conduct of PA at the Northern Regional Co-ordinating Council, Tamale.

1.5 Significance of the Study

The research emanated from the fact that, NRCC has been conducting performance appraisal on its employees for many years. With this continued appraisal there is need to establish if the performance appraisal system used has an effect on employee performance. This study therefore is important to establish the potent and inadequacies of the current appraisal system and then advise policy makers to shift to a more appropriate method that can influence employee performance. This study will also contribute to the knowledge base on human resource management in the areas of Performance Appraisal and employee performance. In addition, the study will also benefit other organizations (both Public and Private) in coming up with an effective Performance Appraisal System. Finally, the study will help other researchers who might want to undertake research in the area of staff appraisal, and performance.

1.6 Scope of the Study

Geographically, the study is conducted in the Northern Regional Co-ordinating Council in the Tamale Metropolis. Theoretical, the study evaluated the performance



appraisal system and its effect on employee performance at the Northern Regional Co-ordinating Council, Tamale.

1.7 Limitation of the Study

The study is quantitative and the researcher used the descriptive survey design. In this method, the study adopted a primary and secondary sources of data (Questionnaires). Probability method was employed in the selection of the sample for the study, (sample size of 86.)

Purposive and convenience sampling techniques were employed in the selection of the respondent to administer the questionnaire in this study. Statistical Package for Social Sciences (SPSS) software was used for the data analysis from the questionnaire.

1.8 Organization of the Study

The study was organized into five chapters, thus chapter one looked at the introduction and background to the study. Chapter two looked at the literature review which contained definitions and concepts related to performance appraisal and employee performance, theoretical and empirical evidence from other authors. Chapter three took into account the study design and the procedure for the collection of data for analysis. Chapter four covered data analysis and discussion, while chapter five considered the study summary, conclusion and recommendation.



CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter looked at the various definitions and concepts related to the study of the subject matter. It further reviewed literature on the various theories that related to the study. It also, reviewed other research works conducted by various individuals, institutions and organizations that related to the study where empirical evidence of those studies are made known to their aims, methodology and findings.

2.2 Definitions and Concepts

2.2.1 The evolution of the concept 'performance appraisal'

The rise of Taylor's scientific management perspective in the 1960s to present has given prominence to 'employee performance appraisal' in HR literature. Much has been written about employee performance appraisal (PA) in such a manner as to suggest that the process is politically driven, even though one of its primary purposes is said to be the development of the individual employee (Nurse, 2005). Melcrum (2005), found that from a global survey of over 1,000 communication and HR practitioners, 74% began to formally focus more on the issue between the 1990s to present. Having gone over an extensive amount of literature, the commentary on the evolution of employee performance appraisal is summarized by the following points:

- It builds upon and goes further than 'commitment' and 'motivation' in the management literature (Woodruffe, 2006 as cited in CIPD, 2006a)
- A desk review undertaken by Rafferty, Maben, West & Robinson (2005) indicates that it originated from consultancies and survey houses rather than academia



- The level of interest it has generated indicates that it is more than a passing management fad and a considerable amount of research and analysis has been conducted in the last 10 years or so building up our understanding of the term.

As pointed out in Rafferty et al., (2005), the concept of employee performance appraisal has as its foundation, two well-researched precursors - employee accountability and development. Part of the reason for the widespread negative perceptions of staff appraisal and evaluation schemes is the well-documented tension between the summative/accountability purposes and the formative/developmental purposes of appraisal and evaluation (Robinson, 1994).

Accountability in appraisal has in the past been used to identify incompetent teachers; to identify weaknesses in a teacher's performance; to assess performance for purposes of pay and promotion and to provide evidence for any disciplinary procedures. Capper & Munroe (1990) argue that a major factor in the impetus for change in educational administration in New Zealand was the degree of dissatisfaction with mechanisms for teacher accountability that existed at that time. Accountability has largely been attributed to the political view, rather than educational origins. It is seen as a desire by the state to ensure incompetent teachers do not continue to teach (Bollington et al., 1990; Fidler, 1991; Killen, 1991).

Developmental orientation in appraisal is an indication that individuals want to learn new things to further develop their skills. It includes feedback which allows managers to coach employees and help them improve performance on an ongoing basis (Cleveland & Murphy, 1989). Goddard & Emerson (1997) postulated that



development in teacher appraisal celebrates that which the teacher does well; it identified areas where the teachers may be able to improve; it assisted to develop the teachers' career by giving support and in-service training which the teachers require in order to progress and grow professionally.

2.2.2 Performance

This section discussed the steps that have to be made before the actual performance appraisal. It further discussed the importance of job analysis and talked about different approaches to performance definition. In addition, it described the different levels and types of criteria for measuring performance.

Before setting the performance standards, job analysis must be made. It is important to identify what the job consists of because the job analysis can be used as a basis for determining the pay levels, the expected performance standards and for training programmes (Cardy & Leonard 2011). After the job analysis has been made, the organization has to decide on the definition of performance. There are two approaches to define performance – behavioral and outcome. Behavioral approach is focusing on the way the work is done. With this approach the company values the work process and the worker is told what should be done and how the job should be done. The downside of this approach is that the outcomes may not be achieved due to lack of clear results.

The second approach is focusing on the outcome. With this approach the organization values the numerical results and the worker is told what needs to be done and what is expected to achieve. Unfortunately, the risk of this approach is that the employee



might not know how to achieve the expected outcomes and how the job should be done. Thus, the perfect approach would be between the behavioral and the outcome approach through which the worker is told the expected outcomes and the expected way of doing the job (Cardy & Leonard 201). After these steps have been taken, one can move on to the phase of diagnosis which focuses on recognizing the problem and finding a solution to the problem by observing the performance.

Bratton & Gold (2007) defined appraisal “as a process that provides an analysis of a person’s overall capabilities and potential, allowing informed decisions to be made for particular purpose”. Armstrong (1994) defines performance appraisal as a means of getting better results from organizations, teams and individuals, by understanding and managing performance within an agreed framework of planned goals, standards and attributes/competence requirements. According to Castetter (1992) cited in Madziyire (2000:130) “performance may be defined as a process of arriving at judgments about an individual’s past and present performance against the background of his or her work environment and about his or her future potential for the organization. Concurring with the above scholars were Swanepoel, Erasmus and Schenk (2008:372), whose view is that performance appraisal is a part of performance management, which is focused on organizational performance through a number of HR processes, including performance appraisal.

Appraisal is a formal time specific assessment or ‘dipstick’-snapshot of individual employee’s performance, whereas performance management entails a cyclical and ongoing endeavor. A similar view is presented by Boninelli and Meyer (2004), who describe PA as a snap short of how a person is doing and is typically taken once or



twice a year. They add that PA is an opportunity to document performance and also a chance for the employee to discuss development opportunities with management.

2.2.3 Diagnosis

As mentioned above, the next phase, diagnosis, is about trying to understand why something occurred by identifying the problem and finding a solution to the problem. Yet, making a diagnosis is risky because if conclusions are made too quickly or not accurately, it will cost a lot of money and might put employees' trust in danger. For instance, if a manager decides that the employee needs training or that the equipment needs to be updated, and the supervisor is wrong, then all the money spent on the training or on the new equipment might have been a mistake. Therefore, it is crucial to be accurate with the diagnosis in order to avoid spending company's money and effort on the wrong things (Cardy & Leonard 2011)

There are also other reasons why making a diagnosis, especially an accurate diagnosis, is so important. The first reason is involved with the above given example of investing the company's money wisely. In order to know how to remedy the performance problem correctly, an accurate judgment must be made. Moreover, diagnosis also influences the way the manager evaluates the performance problem later on. If the diagnosis is right, the supervisor will evaluate the problem rationally and wisely. It is also important to make an accurate diagnosis because it helps to avoid unnecessary tensions and conflicts between the employee and the manager caused from reckless conclusions. Moreover, e.g. accusing the worker in something that is not true might lead to loss of worker's respect towards the management and the organization. (Cardy & Leonard 2011)



Making a diagnosis requires careful observation. The manager has to observe and analyze not only one task but multiple tasks at multiple occasions in order to gain a deeper insight into the performance cause (Cardy & Leonard 2011). Cardy and Leonard (2011), suggest that the gathered data should be recorded by using a ‘diary’ where the evaluator can write down all the detailed facts concerning the performance as an evidence and a reminder. The authors also advise to observe the performance and to record the data regularly, e.g. once a week in order to get the employees used to being evaluated and observed. Cardy and Leonard (2011), strongly suggest that the evaluator should provide immediate feedback on the evaluation. Instant feedback helps to provide arguments based on freshly gathered facts and gives the employee the opportunity to start improving his or her performance straight away after the feedback session.

In order to find out the cause of the performance, the supervisor must observe the employee’s performance. Cardy and Leonard (2011), have brought up an observation tool called ‘observation cube’. The observation cube is a matrix of people, tasks and observation time. Each cell is a meeting point of a person doing a certain task at a particular time. If ideally all the cells would be observed, the supervisor might see a pattern in certain tasks. For instance, the manager might notice that Employee 1 has problems with the Task 3 throughout the whole month while Employee 2 does the same task well. This shows that Employee 1 needs some training or clearer instructions with the Task 3. If Employee 1 does all the other tasks well except for the Task 3 which may be involved with certain equipment, the worker might not be aware of how to use the technology. The observation cube allows the observer to analyze the patterns and the possible reasons for the problems.



According to Leonard (2011), there can be two causes of performance – person and system. If the supervisor discovers that the cause for the poor performance is the person itself then the cause is not so visible and usually, the abilities and the employee's motivation are involved. In this case, the manager should offer training to the employee, try different methods to motivate the employee and see if any of the worker's expectations are not met.

Moreover, the manager should ask the employee personally whether something is wrong or how could he or she help the employee. If the cause is visible and it is clear that the source of the performance problem is the system then the problem has to come from the organization. In this case, the issue can be e.g. equipment malfunctions, poor quality of materials, unfriendly co-workers, negative organizational climate or poor communication from managers. In case the cause of the performance would be the system, it would be easier for the manager to solve the problem. After the observation of the performance has been carried out, performance must be measured by an evaluation. Evaluation phase is the heart of the performance management process which focuses on 'judging the worth of observed performance (Cardy& Leonard 2011)

2.2.4 Evaluation

Employee's performance is a powerful thing to a company. It can tear the organization down or boost its competitive advantage so high that no competitor can compete with that. However, some companies do not see the reason to put so much emphasis on the performance appraisal. They should because performance appraisal helps the organization improve the current performance, increase the employees'



motivation, recognize the training needs, give feedback to the employees, solve job problems, let employees know what is expected from them, and several other reasons why the organization can benefit from having control over the employee's performance (Bach 2005, IRS 2005)

Before starting to measure the performance, it must be acknowledged that the evaluation must be based on the same internal standards and that there has to be agreed-on criteria for the evaluators and the workers. Having common evaluative standards helps the evaluator compare the results with equivalent scales (Cardy & Leonard 2011). Subsequently, the organization can use three methods to make the employees become aware of the common performance characteristics. (Cardy & Leonard 2011)

The first method is about involving all workers in order to get their ideas and point of views on the performance management. If the organization considers all the workers in implementing a new performance management system, the whole organization will be aware of the common performance standards because the standards have been built upon the employees' suggestions. The second method is training the employees – tell them what should be done and how it should be done. The third technique is to use job aids. Job aids can be either signs, reminder sheets or other items that can help the employees remember the performance standards. Moreover, job aids can also be performance criteria or examples of performance.

When the common performance standards and agreed-on criteria have been developed, organization can choose the way of appraisal. The most traditional way of



appraisal is the top-down approach where the manager measures the employee's performance. (Nickson 2007) However, if the organization seeks for another approach that may be more innovative and offers a bigger possibility for development. Nickson (2007) has brought up several other approaches by various authors which can be used to measure performance.

The first approach by Bach (2005), is 'self-appraisal' which means the employee measures his or her performance by himself and the appraisal is later discussed with the manager in order to come up with a plan for improvement. If the employee is critical enough and is able to measure well his or her performance, he or she can offer a different perspective to the manager. Another way to measure employee's performance is by letting the fellow team members or colleagues to provide the assessment of performance which is called 'peer appraisal'. If the organization wishes to measure the managers' performance, 'upward appraisal' can be applied. Through this approach the managers' performance will be measured by their staff. (Nickson 2007)

Nickson (2007), points out that customers are more and more important in the performance appraisal process, especially in the hospitality industry, since they can give feedback to the organization about the customer service was, how satisfied they were with the overall service and what could be improved. Thus, Nickson (2007) has brought up three different performance appraisal ways in order to gain a better overview from the customer's perspective. The first method is gathering customer's feedback through surveys via telephone, post, face-to face interview or via e-mail.



The second technique is to have certain surveillance over the employees in order to observe and evaluate their performance.

The last method concerning the customer's point of view is 'mystery' shopping. Mystery shoppers are hired to observe and record their experience with the organization. They visit the organization randomly and play to be normal customers while evaluating the service and employee's performance. After the 'mystery' shopping has been done, the hired evaluators report back to the company about their findings.

2.2.5 Feedback

The next stage after gathering the results of the performance is giving feedback to the employee which gives the worker the chance to improve his or her performance. One may think it is simple to give feedback but instead, there are certain rules when giving feedback which I will discuss about in this subchapter.

First of all, the feedback must focus on the assessment and improvement of the performance, not on the assessment of the performer. It is easy to blame someone for their personality but it is unethical and unprofessional. Moreover, it is likely that the employee does not accept a feedback with the person focus and will rather cause conflict and mistrust among the supervisor and the worker (Cardy& Leonard 2011)

Secondly, the timing and the frequency of the feedback have to be considered. The feedback has to be provided as soon as possible in order to remain its accuracy and freshness. Furthermore, the quicker the employee receives the feedback, the faster he



or she can start improving the performance. The feedback should be frequent due to two reasons. The more often you provide the feedback, the more opportunities there are to discuss and improve the employee's performance. In addition, giving or receiving feedback has to be ordinary and a normal thing at work (Cardy & Leonard 2011).

2.2.6 Definition of Performance Appraisal

Performance appraisal is a formal, structured system of measuring and evaluating an employee's job, related behaviors and outcomes to discover how and why the employee is presently performing on the job and how the employee can perform more effectively in the future so that the employee, organization and society are all benefited. (Verma, 2004) Every organization requires competent personnel to boost up their productivity. It is concerted effort of the human resource division / section to check the strength and weaknesses of their employees, the performance is connected to the actions and also incorporates judgment and appraisal process (Tett, Jackson & Rothstein, 1995).

The performance is not interrelated to the particular focus qualities but instead it contemplates the association among social and emotional environment (Bates & Holton, 1995). The existing literature revealed that performance evaluation has essential for bringing professional allied behavior (Babin & Boles, 1996). The employees must trust that in Performance management (PM) there is examination system, improvements, rewards, inspirations and undesirable effect and dissatisfaction. Employees who got a high score on his/her examination are by and large inspired to perform well and look after his/her performance (DeNisi, et al.,



1997). Performance criteria spell out the particular components of an occupation and make it less demanding to add to the method for surveying levels of effective or ineffective employment performance (Sullivan & Baghat, 1999). Generally, it is observed in the organization that wrong things are appraised and the wrong techniques are utilized (Yousef, 2000).

2.2.7 Employee's Performance

High employee's performances lead an organization and have greater opportunities for employees than those who have low performance (Vans cotter, 2000). Performance is not only related to the actions but also involves judgment and evaluation process (Ilgen& Schneider, 1991). The activities that can be examined and measurable are reflected as performance (Campbell, 1993).

Organizations need highly performance of its employees so that organization can meet their goals and be able to achieve the competitive advantage (Frese, 2002). Borman and Motowidlo (1993), differentiate between work and performance. Work is related to the person abilities through which employee perform activities which is contributed by the technical core. Performance not related to the technical core characteristics but it cares about the organization psychological environment and social environment in which organization achieve its objectives. It involves behaviors such as helping colleagues or being a reliable member of the organization (Frese, 2002). Performance appraisal emphasizes on the performance variables not on personal traits (Smither, 1998). Kane (1995), argued that performance should be measured in term of the work-related behavior. Murphy in 1991 argued that analyzing performance through personal characteristics has different is advantages.



Jankoz (2004), argued that the validity and reliability of attribute-based performance appraisal are greater suspected as the perception of superior officer maybe biased. Squires and Adler (1998), appraisal based on traits of employee has little value. Malos (1998), concluded that fair appraisals based on job related behaviors not traits of persons. Employees must believe that in performance appraisals there is great opportunity for them (Weick, 2001). Without fairness the performance appraisal system, rewards, motivations and developments create negative impact and frustration (Gilliland & Langdon, 1998).

2.2.8 Performance Appraisals and Job Satisfaction

Different theories may help to understand the relation between performance appraisals and job satisfaction. Research in cognitive psychology shows that measurable and challenging goals help to align individuals' and companies' goals leading to higher levels of motivation and, hence, employees' work effort (Locke & Latham, 2002). Furthermore, goal-setting theory implies that the level of goal achievement is closely related to employee satisfaction. Frequently, organizations link goal achievement to remuneration systems such as performance-related pay.

Previous studies have shown that performance-related pay is associated with higher levels of overall (job) satisfaction (Heywood & Wei, 2006; Green & Heywood, 2008). In a recent paper, Bryson et al., (2012), empirically investigate the relationship between piece-rate, team-incentive, or profit-sharing schemes and job satisfaction and show that workers under PRP schemes are more satisfied with their job, controlling for wage levels as well as individual, business unit, and country fixed effects.



Previous research has broadly analyzed the impact of the social context of performance appraisals on employee reactions to these appraisals (Levy & Williams, 2004; Pichler, 2012). One dimension focuses on the rater-ratee relationship comprising topics such as supervisor support, trust, rating accuracy, and reliability as a precondition for the acceptance and usefulness of formal appraisal systems. Rating distortions, which are very prominent in organizations (Moers, 2005), lead to less acceptance among employees and decrease the economic incentives to provide effort (Prendergast & Topel, 1996).

These rating distortions may have very different reasons including strategic incentives of the raters such as favoritism or punishment (Poon, 2004) or interpersonal motives (Murphy and Cleveland, 1991, 1995). Furthermore, it has been shown that raters' personality traits influence overall rating decisions (Krzystofiak et al., 1988). Other contextual factors include, for instance, employees' satisfaction with the PA process as a whole, the performance appraisal feedback, or employees' evaluations of the perceived quality, justice, and fairness of the performance appraisal regime (Jawahar, 2006; Kuvaas, 2006; Lau et al., 2008; Sommer & Kulkarni, 2012; Gupta & Kumar, 2013). Furthermore, employee participation in the PA process is positively related to the satisfaction with the PA system, perceived fairness, and acceptance of such a practice (Cawley et al., 1998).

Brown et al., (2010), analyze the relationship between PA quality measured by clarity, communication, trust, and fairness of the PA process and job satisfaction and commitment based on a sample of more than 2,300 Australian non-managerial employees of a large public sector organization. They find that employees who report



a low PA quality (lowest levels of trust in supervisor, poor communication, lack of clarity about expectations, perception of a less fair PA process) also report lower levels of job satisfaction and commitment. But there may also be drawbacks of formal performance appraisals systems. Due to the continuous monitoring of employees' effort and behavior, some employees might feel restricted in the way they can organize and execute their work, which might induce a negative impact on job satisfaction. As laid out in the beginning, PA are often linked to direct monetary consequences. Especially in the case of variable payments, employees face a higher income risk as the bonus may be cut in times of economic downturns.

Furthermore, PA may induce higher levels of pay dispersion within a company, which potentially reduces employee satisfaction when employees, for instance, dislike inequity. A number of studies have shown that relative pay comparisons among employees, especially the individual rank in income distributions, have a negative impact on job and pay satisfaction and negatively affect effort provision (Brown et al., 2008; Clark et al., 2010; Card et al., 2012). Another drawback of formal PA might be a crowding out of intrinsic motivation due to the pronounced focus on extrinsic incentives (Frey & Jegen, 2001).

To conclude, a voluminous literature is devoted to the analysis of single, contextual factors of the PA process or the rater-ratee relationship which are then related to overall job satisfaction. Second, prior studies are examining differences within situations that all had appraisal systems in place. Hence, the overall question, i.e. the effect an implementation of a formal PA system has on job satisfaction, has not been studied yet. Furthermore, it is important to note that existing research is mainly based



on cross-sectional data sets with a small number of observations, which reveals major identification problems making it impossible to draw inferences of causality or rule out the possibility of reverse causality (Kuvaas 2006).

2.2.9 Effective performance appraisal process.

In order that PA system can achieve its intended purpose, steps must be taken to ensure that all the pre-requisites that make it effective are adhered to. Firstly, clear performance criteria must be set. Longenecker and Goff (1992), intimated that appraising employee performance is destined to fail without having clearly established performance criteria by which to judge their performance. If ambiguity surrounds the job description, goals, traits or behaviors that will be the basis for the evaluation, the process is bound to fail.

Communication is an important part of the PA process. An effective two-way communication which outlines the desired behavior or the expected results should be communicated to the employees as well as the evaluators. An effective PA standard should be related to the strategic objectives of the organization. The standard should include the whole range of the employee's responsibilities. PA must also meet certain legal requirements such as reliability, fairness and validity since they constitute one basis for HRM actions (Armstrong and Baron, 2005)

According to Debrah and Kamoche (2004), in most Ghanaian organizations, Performance appraisals are based on supervisory ratings and this encourages subjectivity in the performance appraisal process, thus, an appropriate rating instrument must support the appraisal process. The instrument should be tailored to



capture critical desired behavior and outcomes with corresponding meaningful performance standards and metrics (Longenecker and Goff, 1992).

Continuously noting and documenting the performance of an employee is also important for effective performance appraisal. Managers are expected to monitor employee's performance on an ongoing basis in order to be in a position to know what the subordinates are actually doing. Longenecker and Goff (1992), points out that, to increase the effectiveness of the evaluation process, regular performance feedback is needed.

Also, according to Amstrong and Baron (2005), feedback should be based on factual evidence and should be presented in a manner that enables individuals to recognize and accept its factual nature. The purpose of the feedback should be developmental rather than judgmental. Longenecker and Goff (1992), notes that employees want ongoing performance feedback to reinforce appropriate actions and to be in a position to make adjustments when their performance needs improvement. People are more likely to work to improve their performance and develop their skills if they feel empowered by the process (Armstrong& Baron, 2005).

Also, according to Piggot-Irvine (2003), effectiveness occurs when appraisal interactions are non-controlling, non-defensive, supportive, educative and yet confidential. Effectiveness is also linked to appraisal processes and information that have clarity, objectivity, high integrity and where deep development is a goal. It is imperative therefore for every organization to ensure that appraisers and appraisees agree on realistic targets. Besides, the criteria for review performance must be based on employee's actual performance and must be devoid of non-performance related



characteristics. This, to a large extent will help employees perceive the performance appraisal process as a fair one and invariably be satisfied with.

2.2.10 Methods of Performance Appraisal

According to Daley (1992), there are various performance appraisal types used in different organizations. These include the objective technique, graphic rating scale, trait rating scale showing how they are applied in different organizations.

2.3 Management by Objectives technique

Drucker (1954), defines objective technique also referred to as management by objectives (MBO) as a process whereby the employees and the superiors come together to identify common goals, the employees set their goals to be achieved, the standards to be taken as the criteria for measurement of their performance and contribution and deciding the course of action to be followed. The essence of MBO is participative goal setting, choosing course of actions and decision making. An important part of the MBO is the measurement and the comparison of the employee's actual performance with the standards set.

Ideally, when employees themselves have been involved with the goal setting and the choosing the course of action to be followed by them, they are more likely to fulfil their responsibilities. However, Oberg (1972), posits that even though the employees are consulted, in many cases the management ends up imposing its standards and objectives, which some cases demoralizes the employees. Daley (1992), argues that the advantages of the objective technique can be nullified through misapplied or



^appropriate appraisal interview. It can also lead to an entire organization's credibility being damaged along with having adverse consequences for productivity.

2.3.1 Graphic rating scale

Oberg (1972), states that this technique has two variations, first variation of this method involves a manager writing an essay about what they consider to be an overall assessment of an employee's performance. It is important to note that nothing obligates the manager to justify anything within their assessment. The second variation has the manager rating the employee using a list of terms such as "above average; fair; or poor." He further cautions the appraisal content is not necessarily job related. Managers subjectively choose their evaluation criteria. The subjectivity of this method denies employees reliable feedback about their performance.

The lack of objectivity and assessment of relevant performance criteria may hinder an employee's ability to improve job performance, and further hinders the organization's potential to optimize employee capacity, consequently impeding overall organizational improvement. Phillip (1990), points out that an absence of objective measures by which to determine performance levels is an invitation to tension-ridden employee-employer relations, because employees and managers often hold diametric views about which performance inputs/ outputs ought to be evaluated and what evaluative judgments ought to be made about those performance inputs/ outputs.

2.3.2 Trait Rating

Oberg (1972), argues that at the center of this method is a list of personality/ disposition traits to which the appraiser must assign a numerical rating or a



descriptive rating of adjectives. Traits may include items such as cooperation, motivation, flexibility, and attitude. This approach assumes that one can define and rate traits objectively, but in practice, traits are too broadly defined and so are the criteria for evaluating each trait. Because the trait approach is unreliable and invalid, it is highly questionable as to whether it is able to offer any useful information about employee performance and development. Furthermore, because of its reliance on erroneous assumptions, the trait method is likely to be de-motivating to employees and create tension between employees and managers.

2.4 Factors affecting the implementation of Performance appraisal

2.4.1 Management process and performance appraisal

Management is a process of working with and through others to achieve organizational objectives in a changing environment. This basically looks at five components (1) working with and through others (2) achieving organizational objectives, (3) balancing effectiveness and efficiency, (4) making the most of limited resources and (5) coping with a changing environment (Kreitner, 1995). Through the appraisal process, the appraiser tends to evaluate the appraisee to ascertain whether the intended organizational objectives are met through an effective and efficient manner.

2.4.2 Planning

Planning is simply referred to as the process of formulation of future courses of action. Plans and objectives on which they are based give purpose and direction to the organization. The appraiser has to plan for the performance appraisal meeting before it is conducted and communicate to the appraisee in time. This gives the appraisee



time to prepare well for the appraisal process (Kreitner, 2003). According to NDLG planning in the district is done at departmental levels between appraisee and appraiser to improve performance. According to Stoner (1983), plans are needed to give the organization its objectives and set up the best procedure for reaching them. They permit the organization to obtain and commit the resources required to reach its objectives, members of the organization to carry on activities consistent with the chosen objectives to be monitored and measured so that corrective action can be taken if the rate of progress is unsatisfactory which is determined by the appraisal system.

2.4.3 Controlling

Controlling the appraiser during the performance process compares the desired results with the actual results and takes the necessary corrective action. He/she keeps things on track through the control function. It's upon this that the appraiser bases on to judge the performance of the appraisee (Kreitner, 2003). Controlling at NDLG is done to ensure proper appraisal on one's ability to work in the specified period of time. Managers must ensure that the actions of the organizational members do move the organization towards the stated goals. This is the controlling function of management and it involves three elements; establishing standards of performance, measuring current performance and comparing it against the established standards, taking action to correct any performance that does not meet the organizational standards (Stoner 1983).



2.4.4 Decision-making

Decision making is the choice of a course of action from among the alternative courses of action that appear to be available to the decision maker (Modern, 2004). As appraisers carry out the performance appraisal process, they make decisions according to the performance like promotion, demotion (Kreintner, 2003). This decision must be based on genuine reasons if it's to benefit the appraisee and the organization at large. Under Decision making it's done between appraisee and appraiser to identify one's performance. According to NDLG decision making is arrived at, after the appraisee and appraiser have come to an agreement. It was discovered in this study that it is always the rater to plan for appraisal meetings, though the appraisees have a duty of preparing themselves before the appraisals are conducted. A strong correlation was discovered to be prevailing between the management of staff appraisal and its effectiveness in NDLG.

2.4.5 Outcomes of Performance Appraisals

Performance appraisals have become an increasingly important tool for both private and public organizations to manage and improve the performance of employees. Appraisals are also used to make more valid staffing decisions, and to enhance the effectiveness of the organization's overall performance. There are numerous benefits of investing in improving employee performance by means of performance appraisal, and there is a fair amount of consistency in the practitioner and academic literature regarding the benefits of doing so. It is against this background that Stone (2008), sees performance appraisal as a way of generating information that may be used for administrative purpose in order to improve the quality of the service and to demonstrate accountability. Furthermore, Stone (2008), claims that it encourages



personal and professional fulfilment and development of staff through training, coaching and career planning. Performance appraisals therefore must be seen as ongoing and applicable to all levels. Both individual and organizational outcomes are possible, and are discussed in details in this section.

2.4.6 Individual Outcomes

➤ Performance potential and training needs

The Advisory Conciliation and Arbitration Service (ACAS) (1998), points out that, appraisal systems contribute to the review of performance potential of employees, identifies their training and career planning needs. Hattersley (1992), supports ACAS when she states that appraisals discover staff training needs, develops individuals and staff, and counseling. Training teachers in the identified needs enhances their capacity to deliver lessons. On the other hand, Evans & Tomlinson (1997), trace the interest in teacher appraisal to two sources: initially, a call for greater accountability and control of schools and teachers; and later, as teachers' work and responsibility evolves, appraisal becomes an essential ingredient of school development and achievement of quality education. When England and Wales introduced appraisals in 1993, the main focus was exclusively on the professional needs of teachers (Middlewood, 2001a).

It provided a framework to identify teachers' strengths and weaknesses, and facilitated the identification of personal and professional development plans within the broader aim of school development (Bartlett, 2000). Developing appraisals aids assessment of the past, to improve the future and evaluate employee developmental objectives. The process of teacher appraisal should be a natural and logical consequence of developing the school and the curriculum that aims to enhance



educational opportunities for the pupils and professional opportunities for the staff. In agreement with the above ideas is Holbeche (2005), who confirms that appraisal improves staff utilization by fostering improvements in work performance and ensuring that work is assigned more efficiently. The appraisal process should enable an educator to become increasingly effective in his or her current and future role.

2.4.7 Organizational Outcomes

Individual outcomes have the potential to develop teachers professionally through training on identified needs. At the same time there are organizations have their own outcomes and some of these are listed below:

- Financial reward for performance

The appraisal system determines whether employees should receive an element of financial reward for their performance. PRP is normally defined as a reward for employees according to their perceived merit, rather than for the length of service, qualifications and other attributes (Wragg et al., 2004; Stone, 2008) and its prime purpose is to recruit, retain and motivate the workforce. Protsik (1996) and Heneman & Gresham (1998), add that, it is the way an organization compensates its employees for their time, hard work and at the same time, communicates its desires to the employees. Whilst the concept of rewarding employees financially for their work is noble in theory, in practice, financial rewards are generally controversial and, in most cases, biased, because of the human factor in deciding who receives what in return for work done. Thus, there is need for foolproof and transparent methods to gauge performance and output in the education field and other governmental sectors.

- Aligning organization strategy to employee effort



The performance appraisal system within an organization aligns the employee's efforts with the overall objective of the firm (Bell, 1988; Fandray, 2001). That is, PA aims to ensure that the outcomes of employees are in line with the vision and goals of the organization. With regards to the education sector, it means teachers have to work in line with the goals of the school and the Ministry of Education, that is, to produce quality education. The introduction of appraisal in education thus was meant to reflect a climate characterized by concern for improved quality education, a better degree of accountability and more efficiency, particularly in terms of resources.

This is because the overall objective in schools is to educate children. Hence there is need to develop an appraisal system that will reflect quality education. In education, teachers are evaluated for many reasons, most importantly of which is to improve their effectiveness in promoting learning. Perillo (2006), asserts that performance appraisal in schools optimizes learning of a student, teacher, team, organizational, formal, informal, explicit, tacit, cognitive, and social, and any type of learning falling outside or even in between such classification. Perillo's assertion emphasizes that appraisals encourage all types of learning that takes place in educational settings. A fundamental principle in primary school is to improve education which can be looped back to employee performance appraisal and accountability.

➤ Employee management in organization

There are those who see performance appraisal as making an important contribution to human management in organizations (Stone 2008; ACAS, 1988; Perillo, 2006; Evans & Tomlinson, 1989) while others assert that the history of the appraisal system is one of confrontation and conflict, of poisoned relationships and frustrated hopes (Farnsworth, 1974).





Farnsworth (1974), further laments that disagreements about appraisals are a major factor in employee turnover and they are frequently embittered by the experience. From these statements, it is obvious that performance appraisals are viewed differently by different people in organizations, mostly in relation to the positions held by individuals. Those in management are likely to see appraisals as beneficial, as they can help to align the efforts of employees to the vision of the organization, however, employees at lower levels are bound to see appraisals as the efforts of the management to spy on them and control their work. This is more so when performance is related to pay. Levinson (1970), confirms this:

Performance appraisal, especially when result-oriented approaches are used, is inherently self-defeating in the long run because it is based on a reward-punishment psychology that serves to intensify pressure on the individual.

Appraisals therefore are controversial when not properly managed. The pressure exerted by the reward system tends to detract development in learning, thus, there is need for transparent methods of rewarding employees for work done. This is because appraisals as shown below have many benefits to the performance of the organization as a whole.

➤ Development vs. evaluative outcomes

Organizations undertake performance appraisals to inform decision making. Schuler, Dowling, Smart and Huber (1992), expand that performance appraisals facilitate decision making on outcomes related to such factors as employee pay, promotion, demotion, retrenchment and termination. Appraisals therefore ensure that hardworking employees are not only retained in the organization, but also that they are rewarded for their work as an incentive to maintain their quality work and as a motivation to remain in the company. These factors are beneficial to both employees

and the organization as it ensures staff retention and employee motivation. Schuler et al., (1992) also found that performance appraisal influenced developmental outcomes related to research, feedback, management and career development, human resource planning, performance improvement and communication. From this statement, it seems that appraisals on their own are beneficial to companies, the problems are with the measures and procedures used to measure performance and the criteria used to award performance.

In addition, productivity improvement is of concern to almost all organizations, and what employees do or do not do influence the productivity of the employing organization. Performance appraisals thus serve as a contract between the organization and the employee. It builds relationships and forms control and evaluation system (Schuler et al., 1992). In other words, appraisals assist in:

- ❖ Management development, by providing a framework for future employee development through identifying and preparing individuals for increased responsibilities.
- ❖ Performance measurement, by establishing the relative value of an individual's contribution to the company, and helping to evaluate individual accomplishments.
- ❖ Remuneration and benefits, helping to determine appropriate pay for performance and equitable salary and bonus incentives based on merit or results.
- ❖ Identification of potential in people and identifying candidates for promotion.
- ❖ Feedback, outlining what is expected from employees against their actual performance levels and the expected outcomes.



- ❖ Human resource planning, auditing and management of talent to evaluate the present supply of human resources for replacement planning.
- ❖ Communications, providing a format for dialogue between superior and subordinate, and improving understanding of personal goals and concerns. This can also have the effect of increasing the trust between the supervisor and the employee.

Organizations that adopt the above strategies are likely recruit and retain well a skilled workforce that is motivated staff enough to increase their productivity. In this light, appraisals are a good thing in achieving the goals of any organization, what is problematic then is the implementation of the programme.

2.5 Level of trust and performance appraisal

Trust is a psychological state with both effective and motivational components. Leaders need to offer trust, since the only way to prove whether others are trustworthy or not is by experience. The levels of trust employees show to management is consistently and positively correlated with organizational commitment (Abu-Doleh & Weir, 2007).

David and Schoolman (1995), point out that to be perceived as trustworthy, leaders must exhibit ability and integrity. Leadership through its control of communication channels and work conditions plays a major role in building organizational culture and trust (Fairlholm, 1994). According to Herzberg, motivation theory, relationship of people to their work is a basic one and that their attitude towards their work can vary, will determine their success or failure. In carrying out organizational task, trust in management is very important as it can be seen as developing from people's



experiences overtime regarding how they are treated or have seen others treated by managers. For instance, employees can trust their leaders that the appraisal process will be conducted in a fair and equitable manner and expect their performance to be recognized by proper rewards (Decenzo & Robbins, 2003).

Nurse (2005), asserts that: “If employees know that assessment is valid, they will trust leaders and accept it hence successful appraisal. Therefore, at NDLG the level of trust and performance appraisal is intended to enhance the Departmental performance by building faith among appraisee and appraiser such that they exhibit a positive perception towards appraisal system. Findings in this study reveal that the Rater keeps recording the Appraisees performance record over time, not all appraisees trust the appraisers; appraisers help the Appraisees to improve on their performance, also when the Ratee has trust in the Rater that he/she will be appraised objectively. The study stresses a positive relationship between level of trust and effective implementation of the staff performance appraisals in NDLG.

2.6 Training and performance appraisal

No matter how careful job applicants are screened, typically a gap remains between what employees do know and what they should know. Training about performance appraisal is needed to fill this knowledge gap that exists before appraisal is done (Kreitner, 1995). Employees/appraiser will need guidance on how to prepare for and conduct a self-review discussion. As minimum instructional materials, perhaps in the form of a brief manual should be provided (Mainiero & Tromley, 2003).





Most training in organizations is directed towards upgrading and improving on employees' technical skills. Technical training has become increasingly important today for two reasons; new technology and new structural designs. For example, the public service changed from the old rating appraisal system of scarce appraisal to an open system of appraisal. Training has become increasingly important because of the changes in organization design. As organizations flatten their structures, expand their use of teams and breakdown traditional departmental barriers, employees need to learn a wider variety of tasks and need an increased knowledge of how their organizations operate (Robbins, 2003). If self-review is adopted as the medium for an annual review, it will not obviate the need for training. Training supervisors to handle this type of discussion could be valuable. It need not be any more extensive than the training given for conventional appraisal programs.

In addition, employees will need guidance on how to prepare for the conduct a self-review discussion. As minimum instructional materials, perhaps in the form of a brief manual should be provided (Mainiero & Tromley, 2003). Performance appraisal is an important management tool and managers need to show support of the process in their organizations. It is a duty of managers to ensure that performance appraisal policy is understood accessible and adhered to by all levels of staff. If supervisors play their role in performance appraisal process effectively, the employees will understand them (Murphy & Cleveland, 2007). According to Hughes (1995), supervisors should ensure that their employees are made aware of organizational goals and objectives for easy setting of their targets.

Likewise, Cooping (2001) pointed out that both supervisors and supervisee should get training in performance appraisal management so as to acquire some degree of understanding of the importance of performance appraisal (Birungi, 2003) concur with this by saying that there should be adequate training for employees in performance appraisal (Dessler, 2000) state that supervisors must be familiar with basic appraisal techniques, understand and avoid problems that can cripple the appraisal process. Kulvass (2007), observes that it is beneficial to train both supervisor and supervisee since both are partners in implementation of performance appraisal.

The low level of understanding of performance appraisal process can cause a lot of confusion among individual workers at all levels (Flecher, 2000). Failure to that may experience difficulties or fail to cope up with setting objectives. If this happens automatically, it will affect implementation of the performance appraisal. Performance appraisal involves a lot of activities from setting objectives to form filling and signing, therefore line managers as appraisers are supposed to have intimate knowledge of appraisal process.

Therefore, the level of education of both supervisors and supervisee is crucial for better results and acceptance of the process. At NDLG, Training and Performance appraisal is an important management tool and employers need to show support of the process in their departments. It is a duty for appraiser to ensure that performance appraisal policy is understood accessible and adhered to by all levels of staff. Results of this study reveal that 91.7 percent of the NDLG employees surveyed acknowledged this.



2.7 Communication and performance appraisal

A management scholar Keith Davis has defined communication as the transfer of information and understanding from one person to another person (Kreitner, 1995). Communication is inherently a social process whether one communicates face-to-face with a single person or with a group of people via television; it is still a social activity involving two or more people. Communication can be categorized into verbal or non-verbal. Verbal includes oral, written and electronic forms of communication, non-verbal communications includes eye movements, gestures, facial expressions, tone of voice and the like (Champalx, 2006).

In the case of public service, performance appraisal takes the verbal communication which is oral interview between the appraisee and the appraiser both participating and the agreed upon targets are finally written down. Unlike the old system of rating that was nonverbal and only depended on the supervisor's mercy to the supervisee. Performance appraisal programmes are often used as the basis for compensation and promotion decisions (Mainiero & Tromley, 2003). Therefore, the appraised is able to follow-up the recommendations made by the supervisor to ensure that they are implemented by the relevant stakeholders. At Nyamasheka District Local Government, Communication and performance appraisal is done in verbal communication that is oral interview between the appraisee and the appraiser both participate and agree upon targets which are written down at the end of the day.

2.8 Concept of performance management

The concept performance management had different meanings to different people. Some people understood the term as an appraisal process, others as performance-



related pay and some people defined the term as training and development (Armstrong & Baron 2005). Armstrong and Baron (2005) state that there is now a commonly agreed definition to the term 'performance management' which can be read below.

Performance management is a natural process of management which contributes to the effective management of individuals and teams to achieve high levels of organizational performance. As such, it establishes shared understanding about what is to be achieved and an approach to leading and developing people which will ensure that it is achieved. Correspondingly, Armstrong and Baron (2005), argues that performance management is “directing and supporting employees to work as effectively and efficiently as possible in line with the needs of the organization”. Organizations have certain goals what they want to achieve. However, the employee cannot help the company to achieve these goals without knowing how to get there.

Thus, the organization should guide the employees or teams with instructions how to achieve the goals, what are the job tasks for that and how to carry out the job tasks in an effective way. The way how well or poorly an employee carries out the job tasks depends on the organizational goals, job tasks and performance standards.

Performance management has many different aspects: management, CEO, team, employee and organizational performance management. In my thesis, I will focus on employee performance management. However, the topic is also related to organizational performance. Organizational performance and success depend a lot on



the employee performance management. A hotel can reach the position in top 10 hotels or decrease its success rapidly if the performance is not being evaluated.

Rutherford (2002), have created a service-profit chain in which they have brought out all the influencers on the hotel's performance. Firstly, the internal work quality managed by the company's board influences the employee satisfaction which affects the employee retention and productivity. This, on the other hand, influences the perceived service value and the customer satisfaction. If the customer is satisfied and is a returning customer, it creates customer loyalty which will have a positive effect on the profitability and growth of the hotel. Organizational performance is not only influenced by the customer satisfaction but also by other characteristics of employees' performance such as speed and effectiveness of the work (Rutherford, 2002).

According to Armstrong and Baron (2005), the purpose of performance management is to achieve high performance by organization and employees, and by 'high performance' they mean reaching goals such as speed and quality of customer service, amount of productivity, profits and other targets. Pulakos (2009), states that if the performance is managed effectively, outcomes can be e.g. motivating employees to put maximum effort into the work, improving productivity in the whole organization, aligning performance with organizational goals and strategy, and other outcomes. On the other hand, if the performance is managed ineffectively, the outcomes might be a decrease in productivity and motivation, time and money waste on training, damaged relationship between managers and employees, may cause employees to quit their jobs, and other negative consequences (Pulakos 2009).



It is crucial to manage performance effectively but naturally, there are some complications and reasons that might stop the organization from managing their employee performance or the managers from carrying out performance management activities. Pulakos discusses some of the problems in her book. According to Pulakos (2009), a reason for not providing feedback to the employees is that the manager does not want to risk ruining the relationships with the employees. Moreover, employees might not want to discuss their development needs with the managers because they are afraid to jeopardize their salary and promotion. Employees might also think that the manager does not have the skills or knowledge to develop the employee's performance. One other major problem is that managers and employees are not aware of the benefits of performance management. Despite the difficulties of performance management, an organization should definitely manage its employees' performance because there are many great benefits of performance management. (Pulakos 2009)

Before describing the history of performance management, the term 'hotel' will be defined and explained. Jones and Lockwood (2002), have given a very simple and straight to the point definition of a hotel. They define hotel as "an operation that provides accommodation and ancillary services to people away from home." According to this definition, hotel is a place that provides their customers services such as accommodation, food and beverage, often also conference possibility and sometimes spa or wellness services. A customer of a hotel can be a business or a leisure traveler, a local with overnight stay, a daily visitor or from another segment that seeks for hotel services.



2.9 Performance Measurement and Management Practices in the Public Sector

As the focus of this research is on the public sector domain, this section relates to the performance measurement and management practices in the public sector. Over the past few years, performance measurement systems in public sector organizations have gained a lot of interest among researchers. These studies include the design (Wisniewski & Olafsson, 2004), implementation (Collier, 2006) and use (Ho and Chan, 2002). At the same time, performance measurement studies cover diverse public organizations, such as federal governments (Petrovsky & Ritz, 2014), health care organizations (Modell, 2001; Fan et al, 2014), municipal governments (Ho and Chan, 2002), universities (Analoui, 2002; Modell, 2003; Decramer et al., 2013) and the police (Collier, 2006).

Many of these studies show that balanced performance measurement is also applicable in public organizations (Ho & Chan, 2002; Wisniewski & Olafsson, 2004). Performance appraisal systems are essential in the public sector context as they can be used to measure the extent to which human resources or employees are delivering the required or expected service. Performance management systems are, therefore, not only at the tail end of promoting good governance, but also are at the direct interface with those who receive the service (Agere & Jorm, 2000). It is, therefore, incumbent upon the respective country to formulate the appropriate performance management system, which includes needs analysis, implementation and evaluation and, more importantly, to design the relevant performance appraisal instruments. In this regard, the instruments should be transparent and objective, indicating the degree of accountability (Ibid).



However, there are two central issues in the longstanding debate on the best way to measure performance in the public sector (Kelly & Swindell, 2002). First, performance is a multi-dimensional construct that covers dimensions such as quality, effectiveness, responsiveness, equity and efficiency (Carter, et al., 1992; Boyne, 2002). These dimensions are increasingly accepted in the public management literature. Second, perspectives on what constitutes high levels of organizational performance are likely to vary according to the stakeholder's group (Walker and Boyne, 2006). These key stakeholder groups include both external and internal stakeholders.

According to Dixit (2002), the main distinguishing feature of the public sector is the presence of multiple principles and stakeholders which influences the optimal performance measurement and incentive structure. Moreover, as a service provider, the public sector will be faced with difficulties of quantifying its main performance measures, such as customer satisfaction and the quality of service, as well as human resources being calculative receptors that have discretion over their effort and, hence, need consistent monitoring and directing towards the organization's goals (Neely, et al., 1997).

Another key challenge from the point of view of measurement, is the definition of what the public organization actually produces; in other words, the question of output versus outcome, or efficiency versus effectiveness. By adopting the balanced scorecard approach, Chan (2004) discovered that measuring the outcomes is more difficult than measuring the output. Consequently, the studies by Chan (2004) and Pollanen (2005), revealed that municipal governments in Canada used more output



(efficiency) than outcome (effectiveness) measures. Moreover, Guthrie and English (1997), argued that “the mechanism for the distribution of goods and services in the public sector does not follow the market model appearing in the private sector”. In addition, the existing conflicting stakeholder needs and the problem of measuring outcomes added to the fundamental problems in public sector performance measurement. Along the same lines, the question of the nature of goals in public organizations has long been debated (Rainey, 2003).

A central theme of this debate is about the clarity of goals in public organizations, and the consequences that arise from opaque goals. Chun and Rainey (2005), built on important work that had explored the determinants and performance impacts of goal ambiguity by using the case of thirty-two US federal agencies and found support for the value of clear goals and objectives for public organizations. In particular, Chun and Rainey (cited in Boyne, et al., 2005) argued that clear goals can reduce procedural regulations, support more decentralization and increase levels of reward expectancy and job satisfaction. Pandey and Moynihan (2006), examined bureaucratic red tape and organizational performance and concluded that “red tape does have negative impact on organizational performance”. However, their results showed that, if levels of development culture and political support are high, then an increase in red tape is associated with improved performance, suggesting that organizations adapt in different ways to similar constraints.

So, what is performance management for, especially in relation to the management of individual performance in the public sector? In broad terms, the overall purpose is to contribute to the achievement of organizational performance. However, performance



management systems usually have many elements to them, so what is the benefit for the individual employee? According to Campbell et al., (1993), employee performance in general refers to behaviors that are relevant to organizational goals and that are under the control of individual employees. As organizations are groups of humans working together to achieve specific goals and objectives, their performance is the total summation of the individual employees in that organization.

To have a clear picture of performance management and measurement in the ‘real’ world, the author conducted a literature search on surveys about performance management and found a 2004 Londonbased CIPD (Chartered Institute of Personnel and Development, UK) research survey (cited in Armstrong & Baron, 2005) to be a useful outcome. Although this survey was not solely focused on the public sector alone, but rather a combination of the public and private sectors, it revealed important aspects and determinants of performance management. The CIPD survey covered 506 respondents (about 31% from public sector; 40% from private sector service; 24% from private sector manufacturing). The key data emerging from the survey were as follows: 87% operated a formal performance management process; 62% used objective-setting; 31% used competence assessment; 59% gave an overall rating for performance; 79% linked individual and organizational objectives; 31% had performance-related pay; 75% agreed that performance management motivates individuals; 95% believed performance management would only succeed if it integrated the goals of individuals with those of organization; 96% believed performance management should be about motivating individuals; 94% believed performance management is an essential tool in management of organizational culture; and 84% believed that quantifiable measures of performance are essential to



successful performance management. Regarding the criteria used to measure individual performance, respondents rated ‘achievement of objectives’ (94%), ‘competence’ (93%), ‘productivity’ (83%) and ‘aligning personal objectives with organizational goals’ (77%) as either ‘very important’ or ‘important’ measurement criteria. So, what do the findings of this survey suggest? The findings suggest the importance of having objective and quantifiable measures of employee performance and the need for the performance measurement to be tied in with rewards and competency measures. At the same time, it is important for performance management to be used as a tool in managing and integrating organizational culture within the organizations.

Although performance can be conceptualized and measured at broader levels (i.e. group, organization and industry), this research study will focus, however, on individual level performance, particularly on satisfaction with the appraisal system. In line with Campbell, et al. (1993), individual job performance refers to behaviors enacted by an employee that are aimed at meeting organizational goals. The concept of individual job performance is also distinct from group and organizational performance, although studies have shown that particular types of individual performance can contribute to the performance outcomes of units of analysis beyond the individual, including work groups (Podsakoff et al., 1997) and organizations (Ostroff, 1992).

Brewer (2005), went on to suggest that individual performance was a strong and significant predictor of federal agency performance in the United States. Similarly, Petrovsky and Ritz (2014), conducted a study on public service motivation for the



performance of public organizations in Swiss federal government and found out that public service motivation is positively correlated with performance in both the individual-level analysis and the aggregated data analysis. However, assuming that the organization has been able to identify which dimensions of performance it will choose to include in a performance management system, it faces another set of issues concerning what types of dimensions and how those dimensions will be measured. Fowler (1990), has suggested that performance dimensions are sometimes chosen, not because they are most valued by the organization, but because they are the most easily measured. This is also reflected in the previous CIPD result survey that suggested that it was important to have an objective and quantifiable measure of individual performance. However, in order to examine the holistic picture of performance management, it is important to understand some of the underpinning theories of performance management.

2.10 Theories for the Study

2.10.1 Equity Theory (Adam, 1963)

Equity theory is based on the premise that a worker perceives the relationship between outcomes, what the employee gets from a job and organization, and inputs, what the employee contributes to a job and organization. Outcomes include pay, fringe benefits, job satisfaction, status, opportunities for advancement, job security and prestige. Inputs refer to the contributions made, such as the amount of time worked, the amount of effort expended, the number of units produced, education, work experience and anything else that employees perceive that they contribute to the organization. Equity theory is concerned with outcomes and inputs as they are perceived by those involved, and are not necessarily based on any objective standards.



Equity theory states that people compare their outcomes and inputs to those of others and judge the equitableness of these relationships in the form of a ratio. Specifically, they compare the ratios of their own outcomes/inputs to the ratios of others' outcomes/inputs. The "others" who serve as the basis of comparison may be other employees in a work group, other employees in the organization or individuals working in the same field.

2.10.2 Expectancy theory (Vroom, 1964)

Expectancy theory, proposed by Vroom in 1964, is also known as the valence, instrumentality and expectancy (VIE) theory. Vroom realized that an employee's performance is based on individual level factors, such as personality, skills, knowledge, experiences and abilities. The theory suggests that, although individuals may have different sets of goals, they can be motivated if they believe that there is a positive correlation between effort and performance, and that favorable performance will result in a desirable reward.

The reward will eventually satisfy the need and the desire to satisfy the need is strong enough to make the effort worthwhile. The theory is based upon three aspects, valence, instrumentality and expectancy. 'Valence' refers to the emotional orientations people hold with respect to outcomes (rewards). It also means the depth of the needs of an employee for extrinsic reward (such as money, promotion, time-off, benefits) or intrinsic (such as work satisfaction) reward. Management must discover what employees' values are.



On the other hand, ‘expectancy’ suggests that employees have different expectations and levels of confidence about what they are capable of doing and management must discover what resources, training or supervision employees need. Whereas, ‘instrumentality’ means the perception of employees as to whether they will actually get what they desire, even if it has been promised by a manager. Management must ensure that promises of rewards are fulfilled and that employees are aware of that. Vroom suggested that an employee's beliefs about expectancy, instrumentality, and valence interact psychologically to create a motivational force such that the employee acts in ways that bring pleasure and avoid pain. Expectancy theory is generally supported by empirical evidence (Tien, 2000; and Vansteenkiste, et al., 2005) and is one of the most commonly used theories of motivation in the workplace (Mitchell & Biglan, 1971; Heneman and Schwab, 1972; Campbell and Pritchard, 1976).

2.10.3 Procedural Justice Theory (Thibaut & Walker, 1975)

Procedural justice theory is concerned with the perceived fairness of the procedures used to make decisions about the distribution of outcomes (George & Jones, 1999). Procedural decisions pertain to how performance levels are evaluated, how grievances or disputes are handled, and how outcomes are distributed across workers. In procedural justice theory, as in equity theory, workers’ perceptions are key; workers’ reactions to procedures depend on how they perceive the procedures rather than on what the procedures actually are (Ibid).

Procedural justice theory holds that workers are going to be more motivated to perform at a high level when they perceive the procedures used to make decisions about the distribution of outcomes are fair. Workers will be more motivated, for



instance, if they think that their performance will be accurately assessed. Conversely, if workers think that their performance will not be accurately assessed, because the supervisor is not aware of their contributions to the organization or because the supervisor lets personal feelings affect performance appraisals, they will not be as strongly motivated to perform at a high level. Procedural justice theory seeks to explain what causes workers to perceive procedures as fair or unfair and the consequences of these perceptions.

2.10.4 Goal-setting theory (Latham & Locke, 1979)

Goal-setting theory, as developed by Latham and Locke (1979), highlights four mechanisms that connect goals to performance outcomes, as follows: i) direct attention to priorities; ii) stimulate effort; iii) challenge people to bring their knowledge and skills to bear to increase their chances of success; and, iv) the more challenging the goal, the more people will draw on their full repertoire of skills. This theory underpins the emphasis in performance management on setting and agreeing objectives against which performance can be measured and managed. Goal theory supports the agreement of objectives, feedback and the review aspects of performance management.

Goal-setting theory asserts that people with specific and challenging goals perform better than those with vague goals, such as ‘do your best’, specific easy goals or no goals at all. Thus, goal setting theory assumes that there is a direct relation between the definition of specific and measurable goals and performance: if managers know what they are aiming for, they are motivated to exert more effort, which increases



performance (Locke & Latham, 2002). Challenging goals are usually implemented in terms of specific levels of output to be attained (Locke & Latham, 1990).

It may be argued that goal-setting theory is associated with individual task performance rather than organizational performance (Verbeeten, 2008). However, the effects of goal-setting have been shown to be applicable to individuals as well as to organizational units (Rodgers & Hunter, 1991; Maiga & Jacobs, 2005) and entire organizations (Locke & Latham, 2002).

Review articles (Rodgers & Hunter, 1991; and Locke & Latham, 2002) suggest a positive relationship between clear and measurable goals and performance. Mitchell and Daniels (2003), reported that more than a thousand studies had been conducted on the effects of goal-setting. It is not surprising, therefore, that Rynes (2007), reported that the positive effects of goal-setting was among the top five established findings in human resource management literature. More than 90% of the empirical studies have shown the positive effects of goal-setting on an employee's or a team's performance (Locke and Latham, 1990).

A number of researchers have also experimented with the effects of goal-setting on performance outcomes. One meta-analysis discovered goal-setting increased performance with an average effect size of 0.75 standard deviations (Guzzo et al., 1985). The reason why goal-setting has a positive effect on performance is that a specific high goal affects choice, effort and persistence. In other words, a specific goal or target increases a person's focus on what is to be accomplished as opposed to putting it off until a later date. Commitment to a specific high goal also leads to persistence until the goal is achieved (Latham et al., 2008).



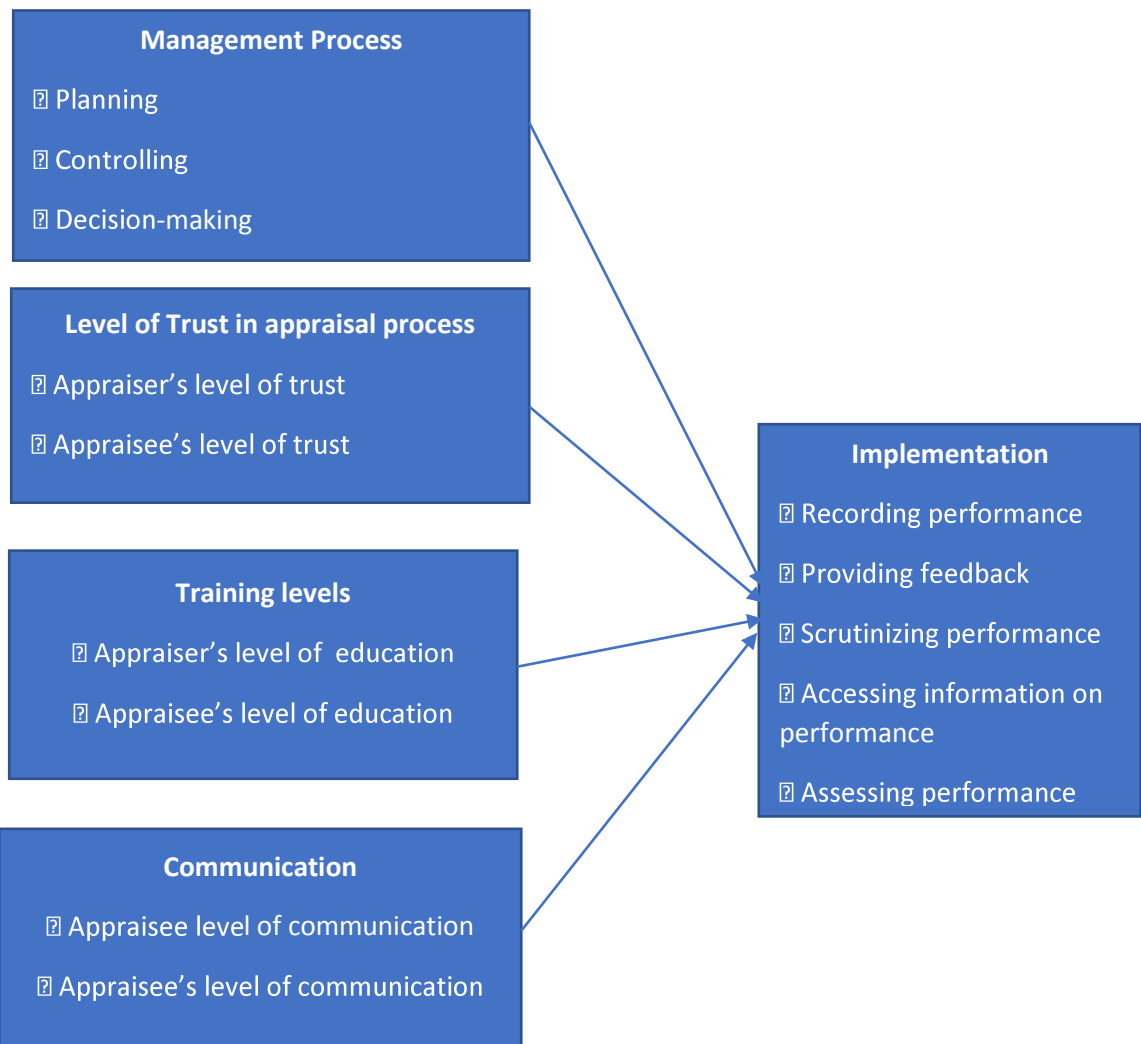


The four main theories of equity, expectancy, procedural justice and goal-setting underpin the concept of the performance management system. These four theories are very much related to the motivational aspects of individual employees, which in turn relate to perceived increase in employee performance appraisal satisfaction and, ultimately, its effectiveness. Mitchell (1997), described motivation as psychological processes involving arousal, direction, intensity, and persistence of voluntary actions that are goal directed. Arousal is essentially the motivational process of being interested in a given goal, for example, in the context of this study, an employee being interested in earning good ratings in appraisal, while direction is the process of actually selecting a goal and choosing to pursue it (in this case, the employee setting a goal to earn an ‘excellent’ grade in his/her appraisal in a given year). Intensity relates to the amount of effort that one expends in pursuit of the goal (i.e. how much the employee chooses to work) and persistence refers to one’s continued pursuit of the goal, even in the face of challenges (for example, continuing to strive for ‘excellent’ grade even after being sick and missing work). Motivation, therefore, relates to what a person chooses to pursue (arousal and direction) and how he/she pursues it (intensity and persistence).

2.11 Conceptual Frame Work

Below is the conceptual framework showing the relationship between the independent variable and dependent variable. The independent variables are management process, level of trust, training levels and communication. The dependent variable is implementation.

Figure 2. 1: Conceptual Frame Work



Source: Adopted from Freddie, 2015

The above figure 2.1 shows a conceptual framework, it shows factors affecting performance appraisal and are regarded as independent variables (IV) in this study, they include: management process, training levels and communication. On the other side, the effects and output arising from the above-mentioned factors after appraisal has been done are referred to implementation as Dependent Variables (DV), these include: provision of feedback, record of performance, scrutinizing performance, and assessment of performance.



2.11.1 Empirical Evidence

Khan, et al., (2017), studied the impact of Performance Appraisal on Employee's Performance Including the Moderating Role of Motivation: A Survey of Commercial Banks in Dera Ismail Khan, Khyber Pakhtunkhwa, Pakistan. The study assessed the association between performance evaluation and employees' performance and motivation as a moderator. The results indicated that there was a critical association between performance evaluation and performance of employees of commercial banks of Dera Ismail Khan. A total of one hundred and fifty (150) employees of banks were studied in Dera Ismail Khan, it was concluded that the motivation which is the moderating variable can change the performance of employees' and was considered as a deciding variable in employee performance. The results were given in a table where it was observed that although Model 2 with the interaction between performance appraisal and employee's motivation accounted for more variance than just performance appraisal and employees' motivation level by themselves, however it is insignificant indicating that there were no moderation effects of employee's motivation on the relationship between performance appraisal and employee's performance.

Youssif et al., (2017), studied staff performance appraisal system and its relation to their job satisfaction and empowerment: developing performance appraisal tool. The study assessed staff performance appraisal system and its relation to their job satisfaction and empowerment at selected hospitals at Menoufiya Governorate and develop performance appraisal tool for nurses. Analytical research design. Setting: Selected hospitals at Menoufyia Governorate, Egypt, namely; Menoufiya University Hospitals, Shebin El kom Teaching Hospital, and El-Helal Hospital. Systemic random



sample was used to select 400 staff nurses, convenience sampling technique was used to select 100 head nurses and The Snowball sampling technique was employed to select the panel subjects for Delphi Technique. Tools: a) Staff Nurse's Questionnaire (consisted of PA Questionnaire, Job Satisfaction Questionnaire, and Nurses' Empowerment Questionnaire. b) Head nurses' Questionnaire. c) Delphi technique to develop staff nurses' PA tool form. The majority of the study subjects were dissatisfied with the performance appraisal form that was being used. Job satisfaction of staff nurses was low. There was a significant relationship between nurses' satisfaction and the system of PA at the studied hospitals. Staff nurses were moderately empowered. Furthermore, there was a significant relationship between staff nurses' empowerment and the system of performance appraisal at the studied hospitals. Conclusion: performance appraisal system is not implemented effectively at the selected Menoufyia Governorate Hospitals thus affecting job satisfaction and empowerment of staff nurses.

Farrell (2013), studied into performance appraisal effectiveness from the perception of employees in an Irish consumer services company. The study investigates the effectiveness of performance appraisals from the perception of the employees in consumer services organization in Ireland. The research adopts a survey approach where self-administered questionnaires were issued to gather data from the employees to measure their opinions of the PA system and how successful they feel it is. The study used a total of 72 employees within the company. A total of 60 completed surveys, representing 83% were returned completed. The findings of the study revealed that overall the employees were happy with having to complete performance appraisal, but there is still some work to be done in improving the system and making



it more successful and rewarding. There are a few elements of the current system that are limiting the effectiveness of the appraisal, the organization is also missing some of the vital elements that are needed in an effective performance appraisal.

Wonnia and Yawson (2015), study assessed the performance appraisal system of the University for Development Studies. The study assessed the current performance appraisal system used at UDS. Specifically, the study was designed to find out the practice and nature of PAS in the UDS and verify the extent of UDS staff awareness and understanding of the PAS. Descriptive survey design was used for the study and it involved survey of employees' views on the issues, situations and processes. The study was conducted in the UDS with a sample size of 340 elements made up of both appraisers and appraisees. The result of the study indicated that respondents were aware that their performance were evaluated, had a clear idea of what specific behavior, traits or results that were expected of them and that appraisees were not involved in the setting of performance targets in the University. With regards to the extent of UDS staff awareness and understanding of the PAS, the findings were that majority of the staff have not received training or orientation on how PA is conducted in the university and the level of understanding of the appraisers were higher than that of appraisees.

Ochoti et al., (2012), studied factors influencing employee performance appraisal system: A case of the Ministry of State for provincial administration & internal security, Kenya. The study investigated the multifaceted factors influencing employee Performance Appraisal System in the Ministry of State for Provincial Administration, Nyamira District, Kenya. A target population of 76 employees was surveyed. A



structured questionnaire was self-administered to the employees to collect data. Multiple regression analysis technique was used to explain the nature of the relationship between PAS and the factors that influence it. Results of the study showed that all the five factors: Implementation process, interpersonal relationships, rater accuracy, informational factors, and employee attitudes had a significant positive relationship with the performance appraisal system. The regression results also showed that 55.1% of the variation in performance appraisal system can be explained by the changes in implementation process, interpersonal relationships, rater accuracy, informational factors and employee attitudes. With these findings, this study provides many implications for the implementation of performance appraisal systems.

Daoanis (2012), studied performance appraisal system: It's implication to employee performance. The study examined the status of the performance appraisal system of Nass Construction Company and its implication to employee's performance. The respondents of this study were tenured employees. The purposive sampling technique was used in the selection of respondents. Quantitative and qualitative method of research was utilized in the gathering of data. Interviews, focus group discussion and survey questionnaires were the main instrument used in this study. The result of the study showed that the performance appraisal system of the company was in place, aligned with the vision and mission of the institution, and was accurate in terms of content and purpose. On the other hand, the results reflected that the performance appraisal system of the company has brought about both positive and negative impact on the employees' performance. Further, the respondents identified some major gaps in the implementation of the company's appraisal system: no appropriate rewards are given to best employees, appraisal system was not fully explained to



employees, no feedback of results and employees do not participate in the formulation of evaluation tools.

Iqbal et al., (2013), studied the impact of performance appraisal on employee's performance involving the moderating role of motivation. The study focused on the impact of performance appraisal on employee's performance and also analysed that motivation affected the relationship of performance appraisal and employee's performance. The study selected 150 numbers of employees as sample by using simple random sampling among the banks of Dera Ghazi Khan. Primary data were collected through standard questionnaire. The study applied correlation coefficient through SPSS and Amos Software. The study revealed that there is positive relationship between performance appraisal and employee's performance. It further revealed that motivation as a moderator positively affected the relationship between performance appraisal and employee's performance.

Karkoulia (2002), studied performance appraisal in higher education. The study laid the ground for a better appraisal practice at the Lebanese American University (LAU). The study also identified trends and areas for further development, and provided consolidated practical advice for universities in Lebanon. 80 faculty members filled semi-structured questionnaires at the Lebanese American University. Another 40 faculty members were interviewed using purposive sampling. The response rate was low (36.86%), for 80 out of the 217 responded to the distributed questionnaire. The interviews with faculty members acknowledged the importance of mentoring and professional development at LAU. The results showed that no formal appraisal scheme was implemented at LAU. Majority of the respondents acknowledged that



360-degree appraisal is the most comprehensive appraisal practice. Based on the literature review and the suggestions of interviewed faculty members, a communication model for the performance appraisal scheme was developed to be further tested and adopted by the university, if it yielded satisfactory results.

Hiimäe (2012), studied developing a model of employee's performance management process for Tallinn hotel businesses. The research builds a model of employee's performance management process which is a useful tool for hotel businesses and also give suggestions to eight hotels in Tallinn that they could manage their performance better. The study was based on a qualitative research method. The study was carried out through semi-structured interviews with eight hotels in Tallinn. The interviews were conducted face-to-face with hotel supervisors or human resources managers. Findings of this study showed that the process of performance management in the hotels depends on the size and star-rating of the hotel. Hotels with many employees or high star-ratings were using performance management on a deeper level and in a more structured way on the contrary to the small or with low star-rating hotels. Concerning the appraisal, smaller hotels used mainly qualitative assessment methods and bigger hotels used the mostly quantitative ways of assessing employee's performance. The model was improved by moving observation analysis and evaluation into same phase which allows any hotel business apply the model regardless the size of the organization. There were many suggestions to the hotel businesses regarding their performance management e.g. concerning their motivation or feedback collection methods, appraisal ways and other.



Agyare et al., (2016), study the impacts of performance appraisal on employees' job satisfaction and organizational commitment: A case of microfinance institutions in Ghana. The study investigated the impacts of performance appraisal on the job-satisfaction and commitment of employees. The study used a descriptive research design. A stratified random sampling was used to sample 200 respondents from Microfinance organizations in Ghana. The study used questionnaires as its data collection instrument. Regression Analysis and correlations were used to analyze the data collected. The study revealed that employees' job satisfaction is positively related to and impacted by fairness in the appraisal system, linking appraisals with promotion, clarity of roles and feedback about their performance. The study also revealed that employees' commitment is positively related to and impacted by the linkage of appraisals with salary, identification of training needs, clarity of performance appraisal purpose and employee involvement in the formulation of appraisal tools.

Gichuki (2015), study teachers' perceptions of the performance appraisal system effectiveness in public secondary schools in Naivasha and Gilgil Districts. The study explores the teacher perceptions on the effectiveness of the appraisal system. The study was grounded on a four-phase performance appraisal model by Grote (2003). The study employed descriptive survey design targeting 50 principals, 50 deputy principals and 434 teachers from public secondary schools in Naivasha and Gilgil districts. The researcher used stratified random sampling method to select 15 schools to participate in the study. From the 15 public secondary schools, 15 principals and deputy principals were purposefully selected while 6 teachers were selected from each of the sampled schools using simple random sampling method, giving a total of 120



respondents. Questionnaires, one designed for principals, another one for deputy principals and the third one for teachers were used as instruments of data collection. Quantitative and qualitative data were collected during the study. Quantitative data was analyzed using descriptive statistics; frequency counts, percentages and means while content analysis was done on qualitative data based on identified themes, patterns and categories of responses. The study established that the current performance appraisal process was not effective in achieving its desired goals in public secondary schools in both Gilgil and Naivasha districts. The most commonly used methods of performance appraisal in schools under study were school administrator observation and self-evaluation. However, the most effective and preferred method of performance appraisal was combination of various methods. Most of the teachers viewed appraisers in their schools as ineffective in performance of their work. The major factor which made them to be ineffective was lack of requisite skills required to conduct teachers' performance appraisal process. In addition to this, the study established that there was a problem in communication of the performance feedback among the appraisers and appraisee and as well as from TSC, the employer. To a large extent therefore, teachers found performance appraisal as of no benefit.

Nzume (2016), study the performance appraisal process in Pelonomi Tertiary Hospital. The study assesses the application of performance appraisal in the Pelonomi Tertiary Hospital. The key areas investigated included employee participation, performance appraisal process implementation, and feedback and review sessions, linking of performance appraisal to strategic objectives and fairness and rewards. Purposive sampling, as well as random selection of participants was used to select



participants. Data was collected through the use of semi-structured questionnaires. Interviews were held with, Line Managers, Human Resource Managers and Employees in general. A group discussion was conducted with the Assistant Nursing Managers. In total, the sample consisted of twenty-three (23) participants. Completed questionnaires were processed and analysed using MoonStats and Microsoft Office Excel. The respondents' opinions, experiences, knowledge and understanding were compared with the information discussed in the literature review to identify gaps and shortcomings. The study revealed that the application of the performance appraisal process in Pelonomi Hospital can be improved. Majority of respondents indicated various areas for improvement. Areas to be improved included, the methods used, participation of employees, failure to monitor performance and give feedback of progress towards achievement of goals and unfairness with awarding of rewards. The overall majority of participants are satisfied with the steps of the process as they reflect in the Performance Management Development Policy of the Free State Department of Health.

Fredie (2015), study factors affecting the implementation of performance appraisal system in Rwanda: A case of Nyamasheke District Local Government. The study assesses the factors affecting implementation of the performance appraisal system at Nyamasheke District Local Government (NDLG), Rwanda. The Study employed both Stratified and Purposive random sampling techniques to get reliable key informants. A total of 133 respondents was used, these included: 30 Health Officers, 10 Administrative assistants, 8 Executive Secretary-Akagari, 4 Executive Secretary-Umurenge (Sector), 50 Technical Planning Committee members and 45 Teachers at NDLG. Findings of the study indicate the following: management of the process of



appraisal, level of trust, training of the appraisers and appraisees, and communication are the most important factors affecting the implementation of staff performance appraisals at NDLG. Effective management of these factors improves the staff appraisal system while failure to manage them properly, leads to ineffective staff appraisal. A significant and positive correlation was discovered to be prevailing among implementation of staff performance appraisal and those factors.

Namuddu (2010), study staff appraisal systems and Teacher Performance at Aga Khan Schools in Kampala District. The study was concerned with staff appraisal systems and their effect on teacher performance in Aga Khan Schools. The research was guided by two objectives which aimed at establishing the relationship between teacher-based evaluation on teacher performance and establishing the relationship between the school evaluation criteria on teacher performance. By use of the cross-sectional approach, 78 teachers were used as the sample size that was important in investigating the topic at hand. There is a significant relationship between teacher-based evaluations and teacher performance (2) There is a significant relationship between the school's evaluation criteria and teacher performance and Conclusively, it was noted that emphasis was lacking on teacher- based evaluations, the school's evaluation criteria lacked more detail, organization and emphasis on individual activities. Therefore, emphasis was needed on the appraisal process whereby teacher evaluations would be given priority so that teachers feel empowered yet the general school's evaluation need to be detailed enough in order to measure practical and specific items of performance and also collective action was needed to improve transparency of the system. These were thought to be important in improving the appraisal system to a level where teacher performance would improve.



M'mbui (2011), study the effect of performance appraisal on employee job satisfaction in Kenya revenue authority. The study establishes the effect of performance appraisal system on employee job satisfaction at the Kenya Revenue Authority. The research was conducted in the form of a case study which sought to find the effect of performance appraisal on employee job satisfaction in Kenya Revenue Authority.

The study focused on KRA staff based in Nairobi. Both primary and secondary data was used. The data was collected from one hundred and twenty-two employees who were selected through stratified sampling approach. The data was analyzed using both descriptive and inferential specifically the mean score, standard deviation, Pearson correlation, and chi square tests were used. The findings were presented using charts and tables. The findings of the study show that performance appraisal helps KRA and individual employees meet set targets, however there is a lack of job satisfaction. The staff are not satisfied because the management does not use the performance appraisal to determine salary increments, rewards/penalties, promotions, fringe benefits, training needs and career growth opportunities. In conclusion the findings have indicated a positive and significant relationship between performance appraisals and job satisfaction.

Othman (2014), study employee performance appraisal satisfaction: The case evidence from Brunei's Civil Service. The study examines the determinants affecting employee performance appraisal satisfaction in the Brunei public sector using data collected from among public sector employees, with particular emphasis on how performance is viewed and measured in the public sector. Data for this research were



gathered across ten government ministries in Brunei. The study adopts a ‘mixed method approach’, which utilizes quantitative data supported by qualitative data. The qualitative interviews involved 14 participants, while the main quantitative data had 355 samples. Quantitative data was analyzed using descriptive analysis and exploratory factor analysis run on SPSS, while confirmatory factor analysis, path analysis and structural equation modelling were also employed on applied analysis of moment structure (AMOS) to assess the model fit of the study and hypotheses testing. Results indicated that latent constructs (goal-setting and the purposes of performance appraisal; alignment of personal objectives with organizational goals; fairness of the appraisal system; types of performance evaluation measures; format of rating scales; appraiser-appraisee relationship and credibility of appraiser; in-group collectivism; power-distance; and pay-for-performance constructs) were positively and significantly correlated to performance appraisal satisfaction.

The results also showed that the goodness of fit indices offered an acceptable fit to Brunei’s data. The study findings advance current knowledge in the performance management domain by extending individual level theory of performance appraisal satisfaction and provide empirical evidence for performance appraisal and employee satisfaction at the individual level in the public sector. This study contributes theoretically by highlighting the unique effects of latent factors on employee performance appraisal satisfaction. The research also contributes in terms of methodology, in that this study contributes to the examination of the predictors of established models of performance management in a country which is culturally different from the environments in which these constructs were developed. This research has filled gaps by testing predictor variables in crosscultural work settings,



which may be useful in generalizing these predictors. Furthermore, the examination of the conceptual framework using structural equation modelling is a methodological contribution in its own right. The presence of multivariate normality encourages the assessment of the measurement model by a confirmatory factor approach, using maximum likelihood estimation, which is an additional contribution to the method analysis.



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Research Methodology focuses on the manner in which the research is planned, structured and executed in order to comply with the accepted procedure. The Research Methodology assists in explaining the nature of the data and highlights the methods employed that led to the generalization of appropriate conclusion through applicable data processing. It is concerned with the steps, procedures, techniques and specific tasks to be followed by the researcher in the implementation of the research design. Pilot and Beck (2004), describe methodology as ways of obtaining, organizing and analyzing data. In this chapter, the researcher explained the processes that were followed in order to find answers to the research problem. The chapter discussed the research design and methodology, study population, sample and sampling technique, data collection, ethical issues and limitation of the study.

3.2 Research Design

According to Burns and Grove (2003), research design is a blue print for conducting a study with the maximum control over factors that may interfere with the validity of the findings. Descriptive survey design was used in this study. According to Wiersma (1985), the selected design is suitable in collecting information related to the phenomena under study and then, conclusions are reached from the facts discovered. The design has the capacity to give the researcher a lot of information even from a large sample of respondents (Fracnkle & Walen, 2009). Using this design, the researcher was able to gather responses from the study population on their perceptions



of the effectiveness of the system of performance appraisal, without manipulating any variables, as justified by (Mugenda & Mugenda, 1999).

3.3 Study Area Profile

3.3.1 Regional Co-ordinating Council Profile

The mandate of the Northern Regional Co-ordinating Council is derived foremost from Part XIII of the Local Government Act 1993, Act 462. Section 140 (1) of the Act states that “there is established for each region in Ghana a Regional Co-ordinating Council” and 142 (1) states that subject to this Act, a Regional Coordinating Council shall:

- Monitor, Co-ordinate, Evaluate the performance of the District Assemblies in the region
- Monitor the use of all monies allocated to the District Assembly by any agency of the Central Government.
- Review and Co-ordinate public services generally in the region; and
- Perform such other functions as may be assigned to it by or under any enactment.

With the establishment of the Local Government Service Law, 2003, Act 656, the Regional Coordinating Council was captured as part of the Local Government Service, and provided the same mandate as stated in 462.

3.3.2 Vision

A peaceful, progressive and developed Northern Region with high standards of living for its people in a conducive atmosphere where the dreams and aspirations of its inhabitants can be attained and maximized.



3.3.3 Mission

To provide quality administration and technical services to MDAs, MMDAs and NGOs through monitoring, co-ordination, evaluating and harmonizing programmes, projects and activities of all stakeholders for the accelerated development of the region.

3.3.4 Core Values

Accountability, Client-oriented, Creativity, Diligence, Discipline, Equity, integrity, Innovativeness, Loyalty, Commitment, Anonymity, Impartiality, Permanence, Timeliness and Transparency.

3.3.5 Functions

1. Monitor, co-ordinate and evaluate the performance of the MMDAs in the region.
2. Monitor the use of all monies allocated to the MMDAs by any agency of the Central Government.
3. Review and co-ordinate public services generally in the region.
4. In consultation with the relevant security agencies, maintain law and order in the region.
5. Provide the District Planning authorities with information for their development plans.
6. Co-ordinate the plans and programmes of the District Planning authorities and harmonize the plans and programmes with national development policies and priorities for consideration and approval by the National Development Planning Commission.



7. Act on behalf of the National Development Planning Commission with respect to such national programmes and projects in the region as the Commission may direct.
8. Be responsible for the work, career progression and discipline of the officers of the Regional Co-ordinating Council.
9. Perform any functions prescribed by any other enactment.

3.3.6 NRCC Strategic Plan

The Strategic Plan of the NRCC takes its roots from the vision and mission of the Council as well as the NMTDPF for 2014-2017. It is however important to note that this plan is revised annually to accommodate new developments within the Governmental System.

The current strategic Plan of the RCC which is for 2014 – 2018 takes into consideration the mandate of the RCC to coordinate, monitor and evaluate the activities of MMDAs and also regional decentralized department which are now departments of the RCC. With the decision that from 2017, the Regional Integrated Budgeting System (RIBS) will take effect, a process has been initiated to revise the current strategy that will take care of the full integration of the regional departments and most likely bring on-board critical services such as the Ghana Health Service and the Ghana Education Service.

3.4 Target Population

The target population is the population the researcher wants to study (Begi, 2009). Borg and Gall (1989), adds that, it is all the members of a real or hypothetical set of people, events or objects to which the researcher wishes to generalize the results of the study. The target population in the study was 93 participants. Burns and Grove



(2007) define population study as all elements that meet criteria for inclusion in the study from which the sample is actually selected. The study population consisted of Administrative Officers, Planning Officers, HR Managers, Internal Auditors, Budget Officers, Records Officers, Secretarial Class/Secretaries/ Typists, Drivers, Catering Officers, Stewards, Executive Officers, Environmental Health Officers, Supply & Material Management Staff, Statistician, and MIS.

The study population is important in that a research problem relates to a specific population and the population encompasses the total collection of all units of analysis about which the researcher wishes to make specific conclusion (Welman et al., 2005). In this study, the researcher wishes to make a conclusion on the Performance Appraisal Process in Northern Regional Co-ordinating Council in Ghana.

3.5 Sample and Sampling Technique

Welman et al., (2005), state that this is an important stage of the research in that potential participants are selected from the entire population from which researchers generalize their results. It is only when the results can be generalized from a sample to a population that the results of research have meaning beyond the limited setting in which they were originally obtained. Burns and Grove (2007) define population study as all elements that meet criteria for inclusion in the study from which the sample is actually selected. Pilot and Hungler (2003) define a sample as a representative part of the population under study.

Probability method was employed in the selection of the sample for the study. According to Babbie (1998), probability sampling is about selection of a random



sample with equal chance from a list of the names of everyone in the population to be studied. The researcher selected a sample from a list of line managers, human resource managers and employees. Purposive and convenience sampling techniques were employed in the selection of the respondent to administer the questionnaire in this study. According to Parahoo (1997), purposive and convenience are non-probability and that respondents do not have equal chance of selection, their selection is based on their knowledge on the subject matter and their availability to respond to the survey questionnaire.

3.6 Sample Size

A formula for determining sample size by (Miller and Brewer, 2003) was used to avoid bias. Thus:

$$n = \frac{N}{1+N(\alpha)^2}$$

Where n = required sample size, 1 = constant, N = Population, α = level of significance or margin of error. In order to have a fair representative sample size; the sample size is determined at a 90% confidence level (at a 0.1 significance level). For sample size of administrative officers with a total staff of 10, below is the calculation of the sample size.

$$n = \frac{10}{1+10(0.1)^2}$$

$$n = 9.0909$$

$$n = 9.09 \approx 9$$

Using the above formula, a sample size for the remaining staff category were then calculated to sum up for the sample size as shown in the Table 3.1.



Table 3. 1: Sample Size Determination

	Population	Sample
Administrative Officers	10	9
Planning Officer	7	7
HR Managers	3	2
Internal Auditors	6	6
Budget Officers	4	4
Records Officers	9	8
Secretarial class/Secretaries/ Typists	12	11
Drivers	9	8
Catering Officers	9	8
Stewards	9	8
Executive Officers	4	4
Environmental Health Officers	7	7
Supply &Material Mgt	2	2
Statistician	1	1
MIS	1	1
Total	93	86

Source: Northern Regional Co-ordinating Council, 2018

3.7 Data Collection instrument

This study elicited data from a cross-section of the staff of NRCC in order to effectively gather adequate data with the use of questionnaire.

3.7.1 Questionnaires

A self-administered, closed ended questionnaire was used for the study, this was so because it had the ability to limit inconsistency and also save time as suggested by Amin (2004). The likert scale measurement of Strongly-agree, Agree, Disagree and Strongly-disagree was used so as to have quantities results easier for statistical results. Questionnaires were developed to test the staff of NRCC response on staff appraisal



and performance. These comprised closed-ended statements on performance and the appraisal. The questionnaires were chosen for this study because they produced normative data important for analysis.

3.8 Data Collection Process

According to Babbie (1998), data collection is the systematic and precise process of collecting information relevant to the research undertaken, using methods suitable for that particular study. In this study, self-administered questionnaire was used for the data collection. Understanding and experience of the respondents were readily expressed. Participants were requested to consent to ensure that participation is voluntary, and that the anonymity and confidentiality is adhered to by the researcher. An approval letter to conduct research was presented to the relevant managers so as to get their support and to ensure that respondents adhere to schedule times for administering the questionnaire.

3.9 Source of Data

Primary and secondary sources of data were consulted.

3.9.1 Primary data

Primary data was obtained directly from respondents by administering the questionnaire.

3.9.2 Secondary Data

Secondary data was collected from relevant material related to the variables under investigation and these included records such as: dissertations, textbooks, internet, and the records of performance appraisals of NRCC and published articles that relate to the subject matter.



3.10 Analysis of Data

Once the surveys were completed and returned, the researcher put all the data into the system to begin the analysis. To analyze the data collected from the questionnaires, the researcher used SPSS version 23. SPSS is a system for statistical analysis and helps to display findings by creating charts and tables. It is one of the most widely used computer software packages for analysis of quantitative data for social scientists (Bryman & Bell, 2007).

In order to achieve the findings and results for the dissertation, the author used descriptive analysis to summarize the data. These methods were numerical and/or graphical. Graphical methods are known for recognizing patterns in the data, while the numerical methods of analysis are acknowledged for giving precise measures.

The analysis consists of graphs, tables and charts to outline the responses received which will be examined and discussed. The reasons for using this procedure were to make it easier for the reader to compare and understand the findings. The aim of the analysis was to provide a run through of the opinions and perceptions of Performance appraisal from the employees surveyed. The analysis addresses the objectives created by the researcher in Chapter One.

3.11 Reliability and Validity

Reliability is concerned with the consistency, stability and reproducibility of measurement results (Sekaran, 2003). In the measurement of reliability, according to Field (2009), the scale should consistently reflect the construct it is measuring. In the context of this research, the researcher followed a positivist paradigm of research,



which is an efficient way to collect data for specified variables of interest (Robson, 1993). The researcher developed the survey instrument to obtain data from public sector employees in NRCC. Contact numbers and addresses were provided in the covering letter, along with a questionnaire, in case a participant came across any difficulties. Assurances were given to all participants that the data would be strictly confidential and anonymity of the participants would be maintained. The reliability of survey items could be measured with the help of internal consistency methods (Hussey & Hussey, 1997).

Zikmund (2003, p.331), defined validity as “the ability of a scale to measure what it intended to be measured”. In other words, validity determines the extent to which a construct and its corresponding measurement indicators are related, and the extent to which this set of items actually reflects the construct they were designed to measure (Hair, et al., 2010). The common types of validity are content validity and construct validity. Construct validity consists of convergent, discriminant and nomological validity. In summary, convergent validity confirms the scale is correlated with other known measures of the concept; discriminant validity ensures that the scale is sufficiently different from other similar concepts to be distinct; and nomological validity determines whether the scale demonstrates the relationships shown to exist based on theory or prior research (Ibid).

3.12 Ethical considerations

Ethical conduct states that it is the responsibility of the researcher to assess carefully the possibility of harm to research participants, and to the extent that it is possible, the possibility of harm should be minimized (Bryman & Bell, 2007, p.128). When



carrying out research it is important that participants are aware of why it is being carried out, and what will be done with the information they provide. If this is not made clear, the information given may not be entirely truthful or accurate. It is important to inform respondents that participants' identities will not be shared and that there is full confidentiality. It is also important that in quantitative research, investigators must be completely objective and try not to influence a study with their own values and perceptions (Burns et al, 1993).

Permission was gained from the HR Department of the NRCC to allow the researcher to carry out the research. They allowed the researcher to distribute the questionnaire to the respondent's number of surveys to each department. Due to security issues within the NRCC it was not possible for the researcher to send the surveys out through a personal email address.

Every questionnaire that was sent out was attached to a cover letter which clearly explained the purpose of the survey. The questionnaire didn't require the names of the respondents; this was to protect their identity and remain anonymous. As a result, the employees were aware from the beginning what the researcher was doing, why and where the information was going and why it was being gathered.



CHAPTER FOUR

RESULT AND DISCUSSION

4.1 Introduction

This chapter presents the results according to the study objectives with an introduction of personal information of the respondents. The first part presents the biographic data of respondents such as sex, age, marital status, level of education, years of work in the institution and category of staff. It further present results on the performance appraisal processes and procedures. Also, it presents results on the impact of performance appraisal and staff performance. It again, presented results on the uses of performance appraisal records as well as on problems associated with the conduct of performance appraisal in the Northern Regional Co-ordinating Council, Tamale.

4.2 Personal Information

The study revealed that 53.7 percent of the respondents were males, while 46.3 percent of the respondents were females. The age distribution of respondents involved in the study was also examined with majority being within the ages of 23-33 years represented by 37.0 percent, 35.2 percent of the respondents were between 34-44 years, followed by those within the ages of 45-54 years represented by 22.2 percent, also those within the ages of 22 years and below represented by 3.7 percent and those within the ages of 55+ years is represented by 1.9 percent as shown in Table 4.1 below.

Furthermore, respondent's marital status was investigated of which majority indicated that they were married represented by 70.4 percent, 18.5 percent of respondents were single and 11.1 percent of the respondents indicated that they were divorced. Data



from the study showed that as much as 40.7 percent of the respondents were degree holders, 25.9 percent of the respondents were HND holders, 24.1 percent of the respondents were postgraduates and 9.3 percent of the respondents were SSS/SHS holders.

In terms of the number of years respondents have been working in the institution, 42.3 percent of the respondents were working in the institution between 1-4 years, 25.0 percent of the respondents were working between 9-12 years, 19.2 percent of respondents were working between 5-8 years, 7.7 percent of the respondents were working between 13-16 years and 5.8 percent of respondents also were working for 17+ years.

The study also reported that most of the respondents indicated being junior staff members represented by 52.8 percent, 41.5 percent also indicated being senior staff members and 5.7 percent indicated being part of the management as shown in Table 4.1 below.



Table 4. 1: Personal Information

Variables	Frequency	Valid Percentage
Sex		
Mal	46	53.7
Female	40	46.3
Total	86	100
Age		
22 and below	3	3.7
23-33 years	32	37.0
34-44 years	30	35.2
45-54 years	19	22.2
55+ years	2	1.9
Total	86	100
Marital status		
Single	16	18.5
Married	61	70.4
Divorced	10	11.1
Total	86	100
Level of education		
Degree holder	35	40.7
HND	22	25.9
Postgraduate	21	24.1
SSS/SHS	8	9.3
Total	86	100
Years of work		
1-4 years	36	42.3
5-8 years	17	19.2
9-12 years	22	25.0
13-16 years	7	7.7
17+ years	5	5.8
Total	86	100
Category of staff		
Junior staff	45	52.8
Senior staff	36	41.5
Management	5	5.7
Total	86	100

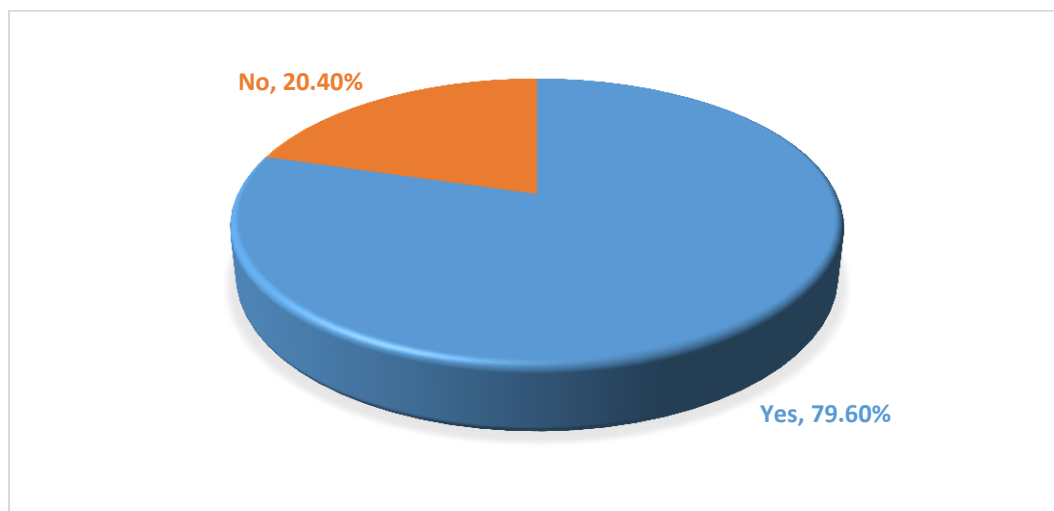
Source: Field Survey, 2019



4.3 Performance Appraisal Processes and Procedures

The study investigated the performance appraisal process and procedures in the Northern Regional Co-ordinating Council, Tamale. On the issue of notice before performance appraisals are conducted, the study revealed that 79.6 percent of respondents indicated yes that they were given notice before performance appraisal are conducted and 20.4 percent indicated no that they were not given notice before performance appraisal are conducted as shown in Figure 1 below.

Figure 4. 1: Notice of performance appraisals to be conducted

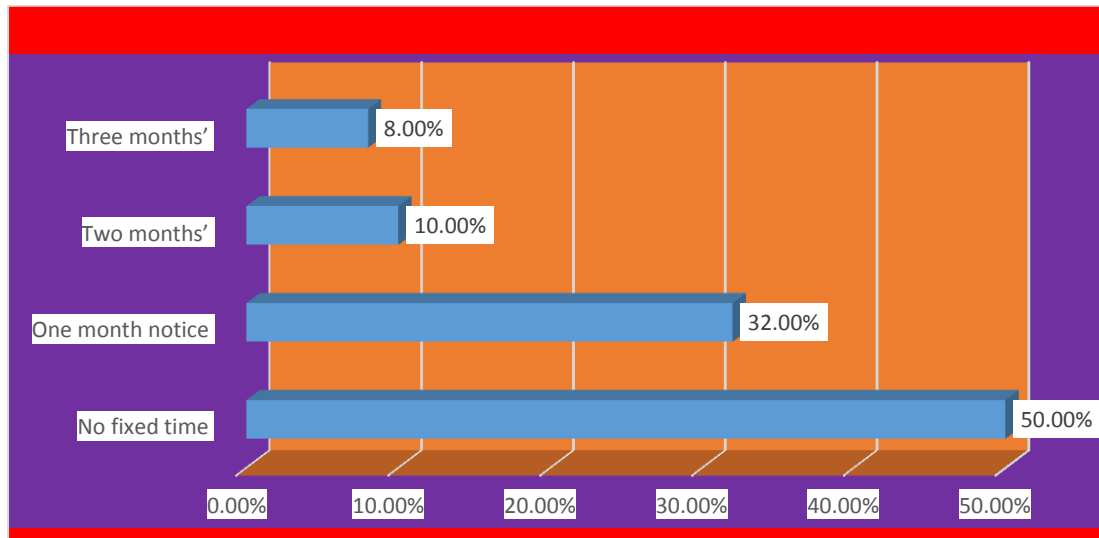


Source: Field Survey, 2019

On those respondents who responded yes indicating that they are given notice before performance appraisals are conducted were asked about the timing of the notice given to them before performance appraisal takes place. The results showed that majority, 50.0 percent indicated that there is no fixed time given before performance appraisal takes place, 32.0 percent indicated that one month notice is given before the performance appraisal takes place, 10.0 percent of respondents also indicated that two months' notice is given before performance appraisal takes place and 8.0 percent of respondents indicated that three months' notice was given before performance appraisal takes place as shown in figure 4.2 below.



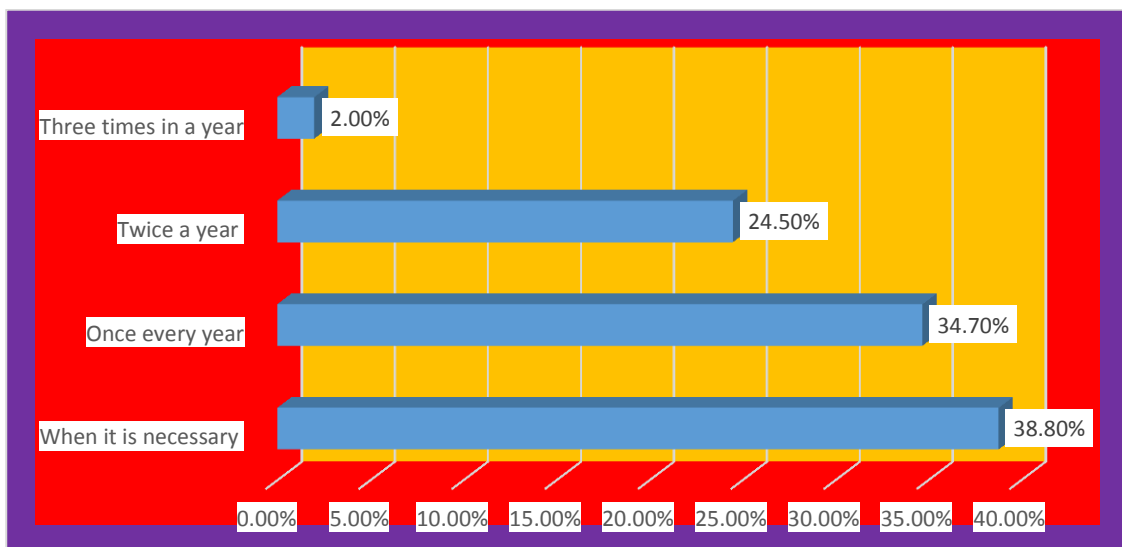
Figure 4. 2: Timing of the notice given to staff before performance appraisal takes place



Source: Field Survey, 2019

On the issue of how often respondents were appraised, data from the study revealed that 38.8 percent of the respondents indicated that they were appraised as and when it was necessary to do so, 34.7 percent respondents indicated being appraised once every year, 24.5 percent of respondents indicated being appraised twice a year and a few represented by 2.0 percent indicated being appraised three times in a year as shown in figure 3 below.

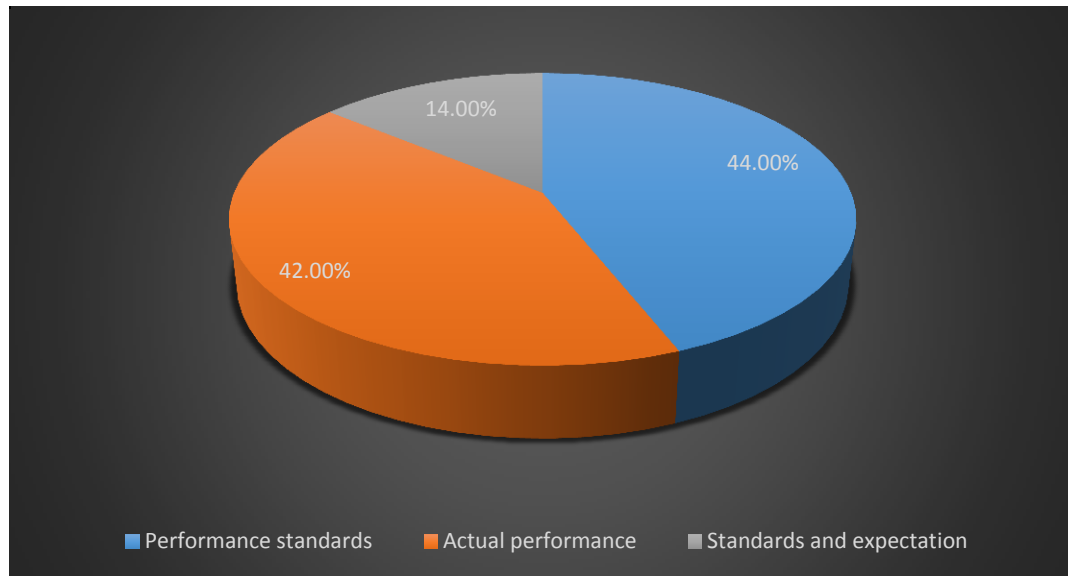
Figure 4. 3: How often respondents were appraised



Source: Field Survey, 2019

On the question of which of the PA process do appraising officers mostly involve employees in during the appraisal exercise, the study revealed that 44.0 percent reported that appraising officers established performance standards during appraisal exercise, 42.0 percent also indicated that appraising officers measure the actual performance during appraisal exercise and 14.0 percent indicated that the appraising officers communicate standards and expectation to employees during appraisal exercise as shown in figure 4.4 below.

Figure 4. 4: Appraisal process mostly involve employees during the appraisal exercise

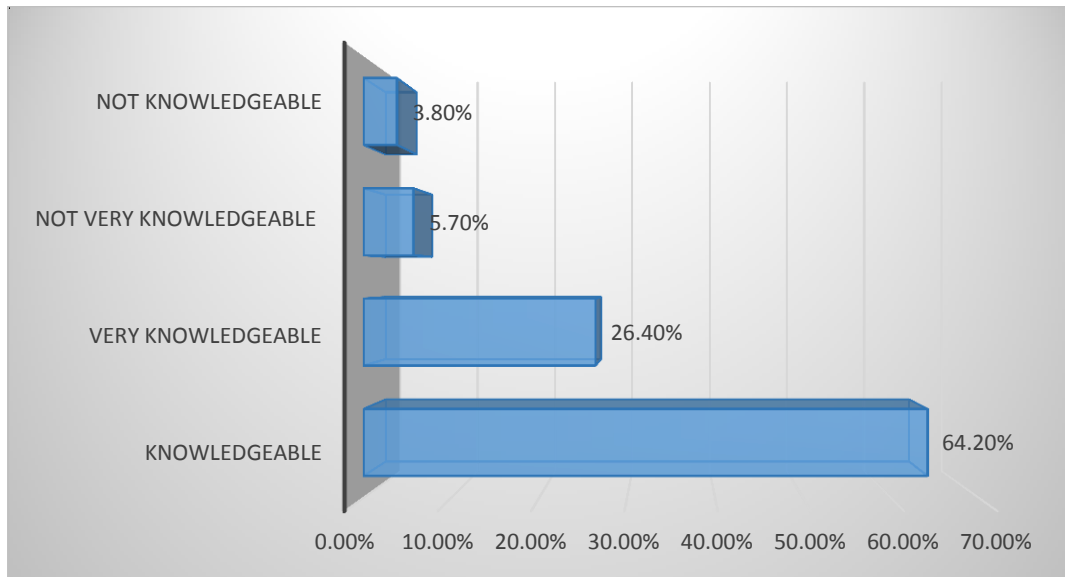


Source: Field Survey, 2019

In assessing the officers who conducted performance appraisal, majority 64.2 indicated that officers who conduct PA are knowledgeable, 26.4 percent also indicated that officers who conduct PA are very knowledgeable, while 5.7 percent indicated that officers who perform PA are not very knowledgeable and a few represented by 3.8 percent indicated that officers who perform PA are not knowledgeable as shown in figure 4.5 below.



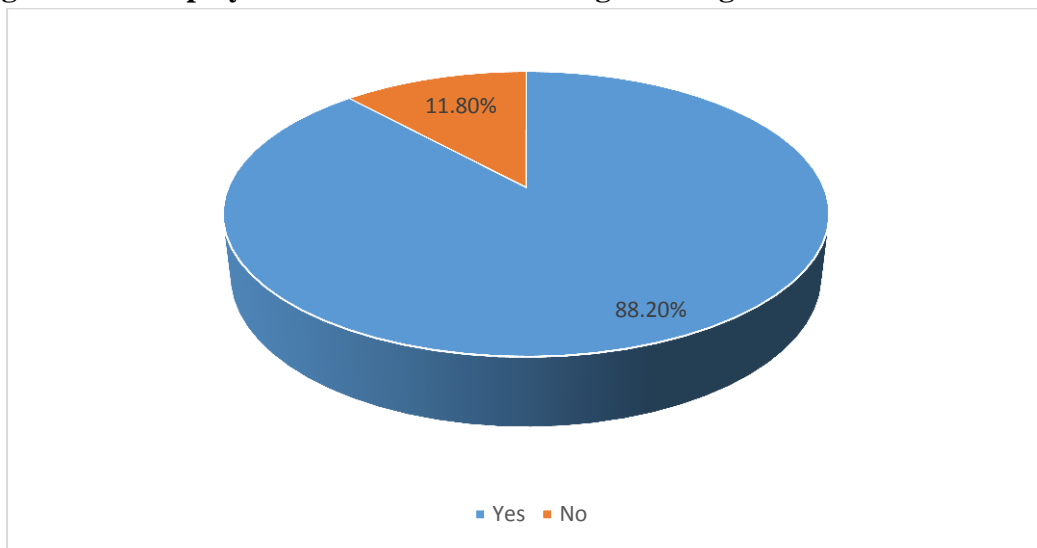
Figure 4. 5: Officers who conducted performance appraisal



Source: Field Survey, 2019

Also, on employees being involved in the target setting, majority of respondents represented by 88.2 percent indicated yes that employees were involved in target setting while 11.8 percent indicated no that employees were not involved in target setting as shown in figure 6 below.

Figure 4. 6: Employees involvement in the target setting



Source: Field Survey, 2019

To ascertain how appraisal is done in respondents' unit, a percentage of 83.3 reported that appraisers use a rating scale to appraise PA. 8.3 percent of respondents indicate that appraiser writes employee's performance in essay form and another 8.3 percent indicated that appraiser records exceptional behaviour of employee at work as shown in Table 4.2 below.

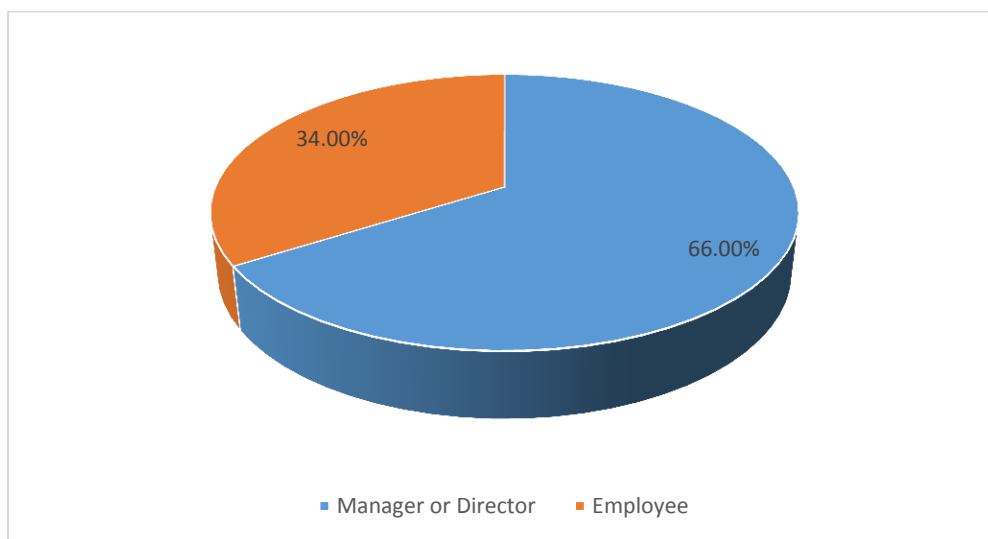
Table 4. 2: Methods of appraisal system done in various unit

Variables	Frequency	Valid percent
Appraiser uses a rating scale to appraise	86	83.3
Appraiser writes employee performance in essay form	86	8.3
Appraiser records exceptional behavior of employee at work	86	8.3
Total	86	100

Source: Field Survey, 2019

On the issue of who does the appraisal, 66.0 percent reported that managers/directors do the appraisal and 34.0 percent indicated that employees do the appraisal at the Northern Region Coordinating Council as shown in figure 8 below.

Figure 4. 7: Conduct of the Appraisal system

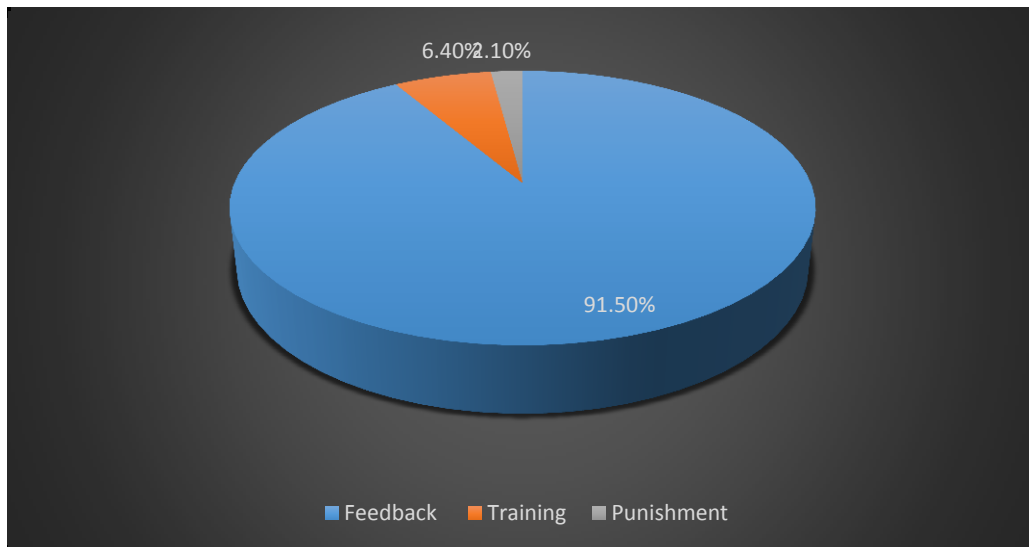


Source: Field Survey, 2019



To know what happens immediately after the appraisal, majority of respondents represented by 91.5 percent indicated that feedback is given immediately after the appraisal, while 6.4 percent of respondents indicated that training is done immediately after the appraisal and a few 2.1 percent indicated that punishment is given immediately after appraisal as shown in figure 8 below.

Figure 4. 8: What happens immediately after the appraisal exercise?



Source: Field Survey, 2019

4.4 Appraisal Systems and Procedures

The study examined the appraisal system and procedures in the Northern Regional Co-ordinating Council. It showed a mean of 4.22 which is equivalent to 4 meaning respondents agreed that Northern Regional Co-ordinating Council has got an appraisal system in place to appraise its employees. Data from the study showed a mean of 4.10 which is equivalent to 4 meaning respondents agreed that key performance criteria (i.e., competencies, behaviours, result/outcomes) have been clearly identified in the appraisal system. In addition, the study showed a mean of 3.27 which is equivalent to 3 meaning respondents were not sure whether the criteria have been developed in consultation with workers and appraisers in the Northern Regional Co-ordinating Council Tamale. Furthermore, the result revealed a mean of 3.62 which is equivalent



to 4 meaning respondents agreed that there is understanding and support from key stakeholders (e.g. workers, supervisors). It further showed a mean of 3.45 which is equivalent to 4 meaning respondents agreed that the necessary resources are available to implement an effective performance and appraisal system. Also, with a mean of 3.82 which is equivalent to 4 meaning respondents agreed that the performance criteria have been extracted from an up-to-date job description. Additionally, the result showed a mean of 3.98 which is equivalent to 4 meaning respondents agreed that the assessment tools are structured, with clear explanations about the criteria to be assessed, and performance standards in the Northern Regional Co-ordinating Council Tamale as shown in Table 4.3 below.

Key: 1= Strongly Disagree, 2 = Disagree, 3= Not Sure, 4 = Agree, 5 = Strongly Agree

Table 4. 3: Appraisal Systems and Procedures

Statements	N	Mean
Northern Regional Co-ordinating Council has got an appraisal system in place	86	4.22
Key performance criteria (i.e., competencies, behaviours, result/outcomes) have been clearly identified in the appraisal system	86	4.1
The criteria have been developed in consultation with workers and appraisers	86	3.27
There is understanding and support from key stakeholders (e.g. workers and supervisors)	86	3.62
The necessary resources are available to implement an effective performance appraisal system	86	3.45
The performance criteria have been extracted from an up-to-date job description.	86	3.82
The assessment tools are structured, with clear explanations about the criteria to be assessed, and performance standards.	86	3.98

Source: Field Survey, 2019



4.5 Appraisal Process

The study further investigated the appraisal process of the Northern Regional Co-ordinating Council, Tamale. Data from the study showed a mean of 3.45 which is equivalent to 4 meaning respondents agreed that sufficient preparation is undertaken by the heads/supervisors and workers before the appraisal process takes place. The study revealed a mean of 3.86 which is equivalent to 4 meaning respondents agreed that the appraisal process is fair. Majority of respondents with a mean of 4.04 which is equivalent to 4 meaning respondents agreed that the appraisal interview designed is to be a constructive, two-way discussion of performance and goal setting in the Northern Regional Co-ordinating Council.

Also, the result showed a mean of 3.76 which is equivalent to 4 meaning respondents agreed that workers are encouraged to participate in appraisal discussions. It further showed a mean of 3.30 which is equivalent to 3 meaning respondents were not sure whether workers are provided with regular feedback. In addition, the study showed a mean of 3.46 which is equivalent to 4 meaning respondents agreed that feedback provided is constructive in the Northern Regional Co-ordinating Council.

Additionally, the study showed a mean of 3.53 which is equivalent to 4 meaning respondents agreed that progresses towards goals are reviewed at regular intervals. The result showed a mean of 3.71 which is equivalent to 4 meaning respondents agreed that the appraisal process presents opportunity for feedback at the Northern Regional Co-ordinating Council Tamale as shown in Table 4.4 below.



Key: 1= Strongly Disagree, 2 = Disagree, 3= Not Sure, 4 = Agree, 5 = Strongly Agree

Table 4. 4: Appraisal Process

Statements	N	Mean
Sufficient preparation is undertaken by the heads/supervisors and workers before the appraisal process	86	3.45
The appraisal process is fair	86	3.86
The appraisal interview designed to be a constructive, two-way discussion of performance and goal setting	86	4.04
The workers are encouraged to participate in appraisal discussions	86	3.76
Workers are provided with regular feedback	86	3.3
Feedback provided is constructive	86	3.46
Progress towards goals are reviewed at regular intervals	86	3.53
Does the appraisal process presents opportunity for feedback	86	3.71

Source: Field Survey, 2019

4.6 Impact of Performance Appraisal on Staff Performance

Also on how performance appraisal affects respondents commitment to work, most respondents 76.9 percent indicated that performance appraisal makes them to work harder than expected, 19.2 percent of respondents indicated that performance appraisal makes them work at a normal pace, 1.9 percent of respondents also indicated that performance appraisal makes them work below expectation due to how it is conducted, another 1.9 percent of respondents reported that performance appraisal makes them know what is expected of them as shown in Table 4.5 below.



Table 4. 5: Performance appraisal affects employee’s commitment

	Frequency	Valid Percent
Makes me work harder than expected		76.9
Makes me work at my normal pace		19.2
Makes me work below expectation due to how it is conducted		1.9
Total		100

Source: Field Survey, 2019

The study also investigated the impact of Performance Appraisal and Staff Performance in the Northern Regional Co-ordinating Council, Tamale. Data from the study showed a mean of 3.98 which is equivalent to 4 meaning respondents agreed that PA helps in professional development (identifying strengths and weakness in performance, implementing strategies for improvement).

The result revealed a mean of 3.80 which is equivalent to 4 meaning respondents agreed that PA helps in identifying systemic factors that are barriers to effective performance. It further showed a mean value of 3.47 which is equivalent to 4 meaning respondents agreed that performance appraisal aids in the development of reward systems in the Northern Regional Co-ordinating Council Tamale.

It further showed a mean value of 3.71 which is equivalent to 4 meaning respondents agreed that validating administrative decisions, e.g. compensation, promotion, and placement. Additionally, the study revealed a mean of 3.71 which is equivalent to 4 meaning respondents agreed that performance appraisal aids the determination of organizational training and development needs in the Northern Regional Co-ordinating Council Tamale as shown in Table 4.6 below.



Key: 1= Strongly Disagree, 2 = Disagree, 3= Not Sure, 4 = Agree, 5 = Strongly Agree

Table 4. 6: Impact of Performance Appraisal and Staff Performance

Statements	N	Mean
Helps in professional development (identifying strengths and weakness in performance, implementing strategies for improvement	86	3.98
Helps in identifying systemic factors that are barriers to effective performance	86	3.80
PA aids in the development of rewards systems	86	3.47
Validates administrative decisions, e.g. compensation, promotion, placement, etc.	86	3.71
PA aids the determination of organisational training and development needs	86	3.71

Source: Field Survey, 2019

4.7 Use of Performance Appraisal Records

The study examines the use of performance appraisal records in Northern Regional Co-ordinating Council, Tamale. Data from the study revealed a mean of 3.47, which is equivalent to 4 meaning respondents agreed that performance appraisal records were used to administered wages and salaries of the employees. It also revealed a mean of 4.08, which is equivalent to 4 meaning respondents agreed that performance appraisal records were used to give performance feedback to employees. Again, with a mean of 3.59, which is equivalent to 4 meaning respondents agreed that performance appraisal records were used to identify employees' strengths and weakness.



The study further revealed a mean of 4.16, which is equivalent to 4 meaning respondents agreed that performance appraisal records are used to determine employees training needs. It also revealed a mean of 3.51 which is equivalent to 4 meaning respondents agreed that performance appraisal records are used to plan for future performance target of the institution. The study revealed a mean of 3.46, which is equivalent to 4 meaning respondents agreed that performance appraisal records are used to engage non performing staff in their weakness areas for improvement in the Northern Regional Co-ordinating Council, Tamale as shown in Table 4.7 below.

Table 4. 7: Use of Performance Appraisal Records

Variables	N	Mean
Administering wages and salaries	86	3.47
Giving performance feedback	86	4.08
Identifying employee strengths and weaknesses	86	3.59
Determining employee training needs	86	4.16
Planning for future performance target	86	3.51
Engaging non performing staff in their weakness areas	86	3.46

Source: Field Survey, 2019

4.8 Problems Associated with the Conduct of Performance Appraisal

In regards to the main difficulty associated with performance appraisal process being followed at the Northern Regional Co-ordinating Council, a total of 67.3 percent reported to low commitment to performance appraisal, 22.4 percent also indicated that performance appraisal is not directly linked to promotion and reward and 10.2 percent also indicated low management accountability as a difficulty associated with performance appraisal as shown in Table 4.8 below.



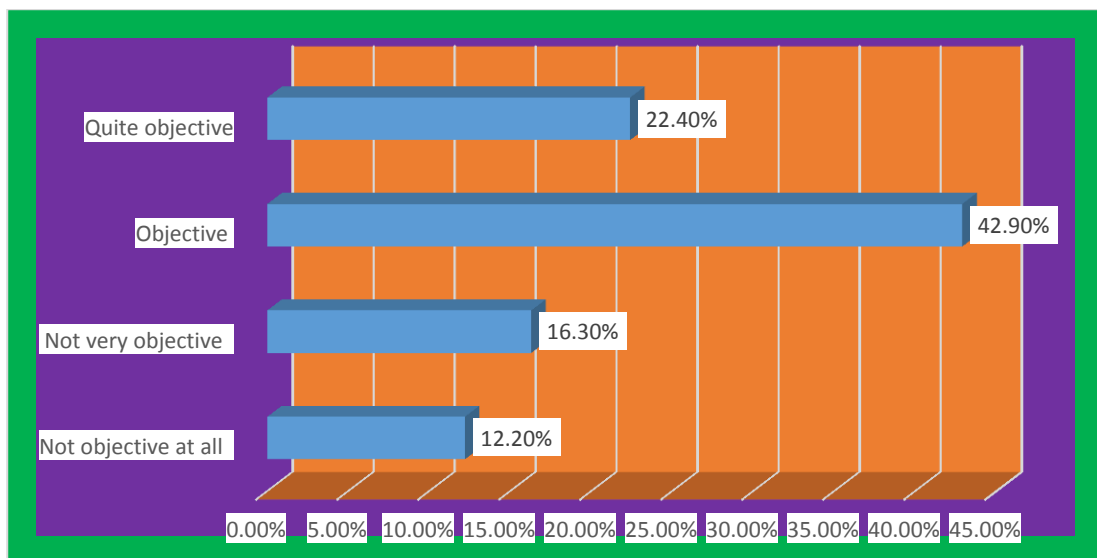
Table 4. 8: Difficulty associated with performance appraisal process

	Frequency	Valid Percent
Low commitment		67.3
Low management accountability		10.2
Performance Appraisal not directly linked to promotion and reward		22.4
Total	86	100

Source: Field Survey, 2019

To measure level of objectivity of the performance appraisal process, respondents were asked to rate the process. The study revealed that 42.9 percent of the respondents indicated that the PA process is objective, 22.4 percent of the respondents also think that the PA process is quite objective, while 16.3 percent of the respondents reported that the PA process is not very objective, also 12.2 percent respondents reported that PA process is not objective at all and a few 6.1 percent indicated that the PA process is very objective as shown in figure 9 below.

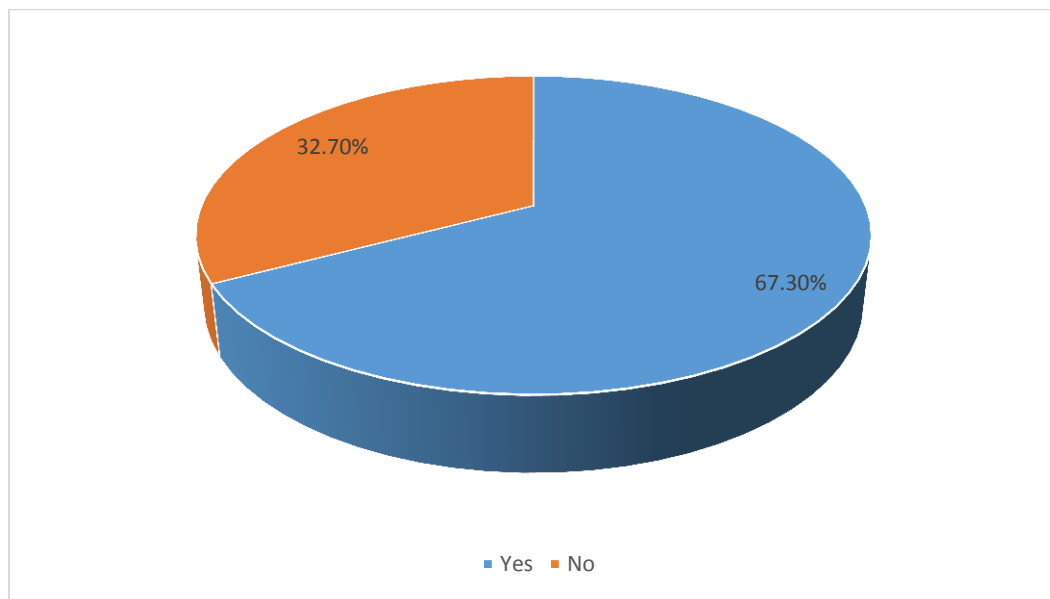
Figure 4. 9: Level of objectivity of the performance appraisal process



Source: Field Survey, 2019

Enquiring further into whether the Northern Regional Co-ordinating Council have enough funds, materials and equipment for conducting performance appraisal, 67.3 percent indicated yes to the council having enough funds, materials and equipment for conducting PAs while 32.7 percent indicated no to the council having enough funds for conducting PAs as shown in figure 10 below.

Figure 4. 10: Funds, materials and equipment for conducting performance appraisal

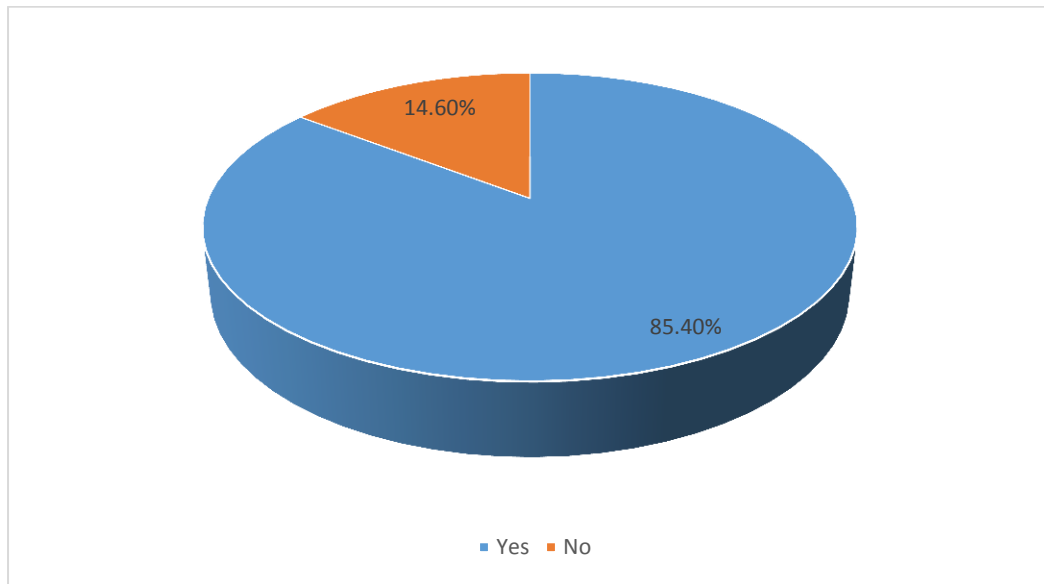


Source: Field Survey, 2019

On the issue of whether respondents receive fair performance appraisal report, majority of the respondents represented by 85.4 percent indicated yes, indicating that they receive a fair performance appraisal report and 14.6 percent of the respondents indicated no to receiving fair performance appraisal report as shown in figure 11 below.



Figure 4. 11: Fair performance appraisal report

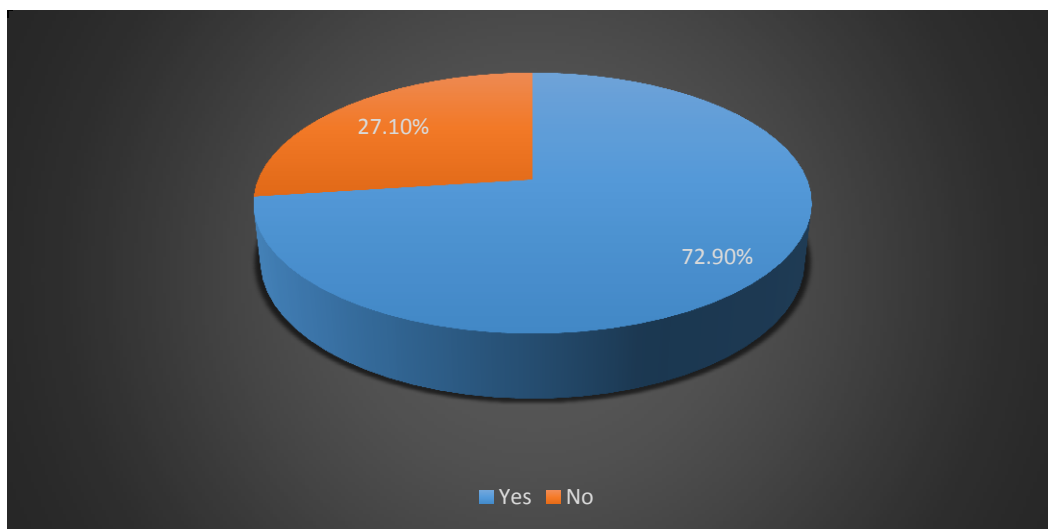


Source: Field Survey, 2019

Exploring further into whether the Northern Regional Co-ordinating Council have a clear-cut policy on the conduct of performance appraisal. The study revealed that as high as 72.9 percent of the respondents indicated that yes to the council having a clear-cut policy on the conduct of PA and a few represented by 27.1 indicated no to the Northern Regional Co-ordinating Council having a clear-cut policy on the conduct of performance appraisals as shown in figure 12 below.



Figure 4. 12: Clear cut policy on the conduct of performance appraisal



Source: Field Survey, 2019

The study also looked at the problems associated with the conduct of performance appraisal in the Northern Regional Co-ordinating Council, Tamale. It was revealed that a mean of 2.84 which is equivalent to 3 meaning respondents were not sure whether the needed resources are unavailable to carry out an effective appraisal in the council. It further showed a mean of 2.96 which is equivalent to 3 meaning respondents were not sure whether supervisors do not display the right attitude to help the process. In addition, the result revealed a mean of 2.98 which is equivalent to 3 meaning respondents were not sure whether the cost of financing the process is a challenge in the Northern Regional Co-ordinating Council, Tamale.

Also, the study showed a mean of 2.73 which is equivalent to 3 meaning respondents were not sure whether some workers are victimized through the appraisal process. Furthermore, the result showed a mean of 3.14 which is equivalent to 3 meaning respondents were not sure whether performance goals were not considered pertinent environmental factors. It further showed a mean of 2.82 which is equivalent to 3 meaning respondents were not sure whether results after performance appraisals are not acted upon in the Northern Regional Co-ordinating Council, Tamale as shown in Table 4.9 below.



Key: 1= Strongly Disagree, 2 = Disagree, 3= Not Sure, 4 = Agree, 5 = Strongly Agree

Table 4. 9: Problems Associated with the Conduct of Performance Appraisal

Statements	N	Mean
The needed resources are unavailable to carry out an effective appraisal	86	2.84
Supervisors do not display the right attitude to help the process	86	2.96
The cost of financing the process is a challenge	86	2.98
Some workers are victimised through the appraisal process	86	2.73
Performance goals do not consider pertinent environmental factors	86	3.14
Results are not acted upon	86	2.82

Source: Field Survey, 2019

4.9 Discussion

On the performance appraisal process and procedures in the Northern Regional Co-ordinating Council, Tamale. The study concluded that staff were given notice before performance appraisal are conducted, there is no fixed time given before performance appraisal takes place, staff are appraised as and when it is necessary to do so, appraising officers established performance standards during appraisal exercise, officers who conduct PA are knowledgeable, staff are involved in target setting, appraisers use a rating scale to appraise staff, feedback is given immediately after the appraisal. This means that both employees and employers are actively participate in the appraisal process of the Northern Regional Co-ordinating Council. These findings are in line with Karkoulian (2002), whose study results showed that no formal



appraisal scheme was implemented at LAU, also majority of the respondents acknowledged that 360-degree appraisal is the most comprehensive appraisal practice.

The study further concluded that Northern Regional Co-ordinating Council has got an appraisal system put in place to appraise their employees, key performance criteria (i.e., competencies, behaviours, result/outcomes) have been clearly identified in the appraisal system, there is understanding and support from key stakeholders (e.g. workers, supervisors), performance criteria have been extracted from an up-to-date job description, assessment tools are structured, with clear explanations about the criteria to be assessed, and performance standards in the Northern Regional Co-ordinating Council Tamale. This means that staff of the institutions have knowledge with regards to the appraisal system and the various methods used to appraise the staff. These findings are supported by the argument of Wisniewski and Olafsson (2004), who argues that performance appraisal systems are essential in the public sector context as they can be used to measure the extent to which human resources or employees are delivering the required or expected service.

On the impact of performance appraisal and staff performance, the study concluded that performance appraisal makes staff to work harder than expected, PA helps in professional development (identifying strengths and weakness in performance, implementing strategies for improvement), PA helps in identifying systemic factors that are barriers to effective performance, performance appraisal aids in the development of reward systems, validating administrative decisions, e.g. compensation, promotion, and placement, and performance appraisal aids the determination of organizational training and development needs in the Northern



Regional Co-ordinating Council Tamale. This means that performance appraisal system has improved on the effective work performance of the staff of Northern Regional Co-ordinating Council. These findings are supported by the findings of Khan, et al., (2017), whose study results indicate that there is critical association between performance evaluation and performance of employees of commercial banks of Dera Ismail Khan. Gichuki (2015), study also established that the current performance appraisal process was not effective in achieving its desired goals in public secondary schools in both Gilgil and Naivasha districts.

On the use of performance appraisal records in Northern Regional Co-ordinating Council, Tamale. The study concluded that performance appraisal records are used to administered wages and salaries of the employees, performance appraisal records are used to give performance feedback to employees, performance appraisal records are used to identify employees strengths and weakness, performance appraisal records are used to determine employees training needs, performance appraisal records are used to plan for future performance target of the institution, and performance appraisal records are used to engage non performing staff in their weakness areas for improvement in the Northern Regional Co-ordinating Council, Tamale. These findings are in line with the findings of Wonnia and Yawson (2015), whose study result indicated that respondents were aware that their performance was evaluated, had a clear idea of what specific behavior, traits or results that were expected of them and that appraisees were not involved in the setting of performance targets in the university. With regards to the extent of UDS staff awareness and understanding of the PAS, the findings were that majority of the staff have not received training or



orientation on how PA is conducted in the university and the level of understanding of the appraisers were higher than that of appraisees.

On the difficulty associated with performance appraisal process being followed at the Northern Regional Co-ordinating Council. The study concluded that there is low commitment to performance appraisal, lack of resources to carry out an effective appraisal in the council, supervisors do not display the right attitude to help the process, the cost of financing the process is a challenge, some workers are victimized through the appraisal process, performance goals were not considered pertinent environmental factors, and results after performance appraisals are not acted upon in the Northern Regional Co-ordinating Council, Tamale. This means that the institution does support the appraisal system with funds and also management commitment is lacking. These findings are in line with the findings of Youssif et al., (2017), whose study revealed that majority of the subjects were dissatisfied with the performance appraisal form currently used. Job satisfaction of staff nurses was low. There was a significant relationship between nurses' satisfaction and the system of PA at the studied hospitals. Staff nurses were moderately empowered. Furthermore, there was a significant relationship between staff nurses' empowerment and the system of performance appraisal at the studied hospitals. Conclusion: performance appraisal system is not implemented effectively at the selected Menoufyia Governorate Hospitals thus affecting job satisfaction and empowerment of staff nurses.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

Summary of major findings of the study, conclusions and recommendations are presented in this chapter. The study investigated the performance appraisal processes and procedures at the Northern Regional Co-ordination Council, Tamale. Also, it determined the impact of performance appraisal on staff performance in the Northern Regional Co-ordination Council, Tamale. In addition, it identified the use of performance appraisal records at the Northern Regional Co-ordination Council, Tamale, and finally determined the problems associated with the conduct of PA at the Northern Regional Co-ordination Council, Tamale.

5.2 Summary of Findings

5.2.1 Performance Appraisal Processes and Procedures

On the performance appraisal process and procedures in the Northern Regional Co-ordinating Council, Tamale. The study revealed that 79.6 percent of respondents indicated that they were given notice before performance appraisals were conducted. The results showed that 50.0 percent of the respondents indicated that there is no fixed time given before performance appraisal took place, 38.8 percent of respondents indicated that they were appraised as and when it was necessary to do so. The study revealed that 44.0 percent reported that appraising officers established performance standards during appraisal exercise, 64.2 percent of the respondents indicated that officers who conduct PA are knowledgeable. Also, 88.2 percent of the respondents indicated that employees were involved in target setting, 83.3 percent of the



respondents reported that appraisers used a rating scale to appraise staff, 91.5 percent of the respondents indicated that feedback is given immediately after the appraisal.

The study revealed that respondents agreed that Northern Regional Co-ordinating Council has an appraisal system in place to appraise her employees. They agreed also that key performance criteria (i.e., competencies, behaviours, result/outcomes) have been clearly identified in the appraisal system. However, they were not sure whether the criteria had been developed in consultation with workers and appraisers. Respondents agreed that there was understanding and support from key stakeholders (e.g. workers, supervisors). They again agreed that the necessary resources were available to implement an effective performance and appraisal system. Respondents agreed that the performance criteria have been extracted from an up-to-date job description. Respondents further agreed that the assessment tools were structured, with clear explanations about the criteria to be assessed, and performance standards in the Northern Regional Co-ordinating Council, Tamale.

On appraisal process of the Northern Regional Co-ordinating Council, Tamale, data from the study revealed that respondents agreed there was sufficient preparation undertaken by the heads/supervisors and workers before the appraisal process took place. Respondents agreed that the appraisal process was fair. They also agreed that the appraisal interview designed was constructive, two-way discussion of performance and goal setting. Respondents also agreed that workers were encouraged to participate in appraisal discussions. Respondents were not sure whether workers were provided with regular feedback, but when feedback was provided it was constructive. They agreed that progresses towards goals were reviewed at regular



intervals, and that the appraisal process presented opportunity for feedback at the Northern Regional Co-ordinating council Tamale.

5.2.2 Impact of Performance Appraisal and Staff Performance

On the impact of performance appraisal on staff performance, the study revealed that 76.9 percent of the respondents indicated that performance appraisal makes them work harder than expected. The study further revealed that respondents agreed that PA helps in professional development (identifying strengths and weakness in performance, implementing strategies for improvement). Respondents agreed that PA helps in identifying systemic factors that are barriers to effective performance. They also agreed that performance appraisal aids in the development of reward systems, and validating administrative decisions, e.g. compensation, promotion, and placement. They further agreed that performance appraisal aids the determination of organizational training and development needs in the Northern Regional Co-ordinating Council Tamale.

5.2.3 Use of Performance Appraisal Records

On the use of performance appraisal records in Northern Regional Co-ordinating Council, Tamale, respondents agreed that performance appraisal records were used to give performance feedback to employees. They agreed also that performance appraisal records were used to identify employees' strengths and weakness, and that performance appraisal records were used to determine employees training needs. Respondents agreed that performance appraisal records were used to plan for future performance target of the institution. They agreed that performance appraisal records



were used to engage non performing staff in their weakness areas for improvement in the Northern Regional Co-ordinating Council, Tamale.

5.2.4 Problems Associated with the Conduct of Performance Appraisal

On the difficulty associated with performance appraisal process being followed at the Northern Regional Co-ordinating Council, the study revealed that 67.3 percent of the respondents reported to low commitment to performance appraisal. The study revealed that 42.9 percent of the respondents indicated that the PA process is objective, 22.4 percent of the respondents also think that the PA process is quite objective. The study revealed that 67.3 percent indicated yes to the council having enough funds, materials and equipment for conducting PAs. The study further revealed that 85.4 percent of the respondents indicated that they receive a fair performance appraisal report. The study revealed that as high as 72.9 percent of the respondents indicated that the council have clear cut policy on the conduct of PA.

The study revealed that respondents were not sure whether the needed resources were unavailable to carry out an effective appraisal in the council. Respondents were not sure whether supervisors displayed the right attitude to help the process. They were not sure whether the cost of financing the process was a challenge. Again respondents were not sure whether some workers were victimized through the appraisal process. And they were not sure whether performance goals were not considered pertinent environmental factors and they were not sure whether results after performance appraisals were not acted upon in the Northern Regional Co-ordinating Council, Tamale.



5.3 Conclusions

5.3.1 Performance Appraisal Processes and Procedures

On the performance appraisal process and procedures in the Northern Regional Co-ordinating Council, Tamale, the study concluded that staff were given notice before performance appraisal were conducted, but there was no fixed time given before performance appraisal took place. Some staff indicated they were appraised as and when it is necessary to do so and appraising officers established performance standards during appraisal exercise. Officers who conducted PA were knowledgeable and staff were involved in target setting. Appraisers also used a rating scale to appraise staff and feedback was given immediately in some instances after the appraisal.

The study further concluded that Northern Regional Co-ordinating Council has an appraisal system in place to appraise her employees, key performance criteria (i.e., competencies, behaviours, result/outcomes) have been clearly identified in the appraisal system, there is understanding and support from key stakeholders (e.g. workers, supervisors), performance criteria have been extracted from an up-to-date job description, assessment tools are structured, with clear explanations about the criteria to be assessed on performance standards in the Northern Regional Co-ordinating Council Tamale.

5.3.2 Impact of Performance Appraisal and Staff Performance

On the impact of performance appraisal on staff performance, the study concluded that performance appraisal makes staff work harder than expected. PA helps in professional development (identifying strengths and weakness in performance,



implementing strategies for improvement). PA helps in identifying systemic factors that are barriers to effective performance. Performance appraisal aids in the development of reward systems, validating administrative decisions, e.g. compensation, promotion, and placement, and performance appraisal aids the determination of organizational training and development needs in the Northern Regional Co-ordinating Council Tamale.

5.3.3 Use of Performance Appraisal Records

On the use of performance appraisal records in Northern Regional Co-ordinating Council, Tamale, the study concluded that performance appraisal records were used to give performance feedback to employees. Performance appraisal records were used to identify employees' strengths and weaknesses and performance appraisal records were further used to determine employees training needs. Performance appraisal records were used to plan for future performance target of the institution, and performance appraisal records were used to engage non performing staff in their weakness areas for improvement in the Northern Regional Co-ordinating Council, Tamale.

5.3.4 Problems Associated with the Conduct of Performance Appraisal

On the difficulty associated with performance appraisal process being followed at the Northern Regional Co-ordinating Council, the study concluded that there is low commitment to performance appraisal, supervisors do not display the right attitude to help the process and results after performance appraisals were not acted upon immediately and sometimes not at all in the Northern Regional Co-ordinating Council, Tamale.



5.4 Recommendations

Based on the findings the study recommends the following for stakeholders to consider;

The Northern Regional Co-ordinating Council should develop a clear-cut policy on the conduct of performance appraisal which would be in harmony with the strategic objectives of the organisation. Also, in order for the Co-ordinating Council to get the full participation of all employees in the performance appraisal process, education and sensitization should be intensified on the relevance and purposes of performance appraisal on employee performance.

The study recommends that there should be effective communication and information dissemination to appraises immediately after the performance appraisal is conducted. In this case, feedback should be promptly given and properly discussed with staff, a move that would enable them identify their strengths and weaknesses and the opportunities available for continuous improvement. This would also serve as a motivation to staff who would in turn give off their best in their area of work.

It is recommended that as a way of effectively utilising performance appraisal results, PA should directly be linked to training, promotions and rewards. By this, the Coordinating Council is expected to use performance appraisal results to train staff whose performances are below expectation in their area of specialisation. Again, the Co-ordinating Council should as a matter of urgency and without delay, promote staff due for promotion and whose performances match with the set standards. The Co-ordinating Council again should endeavour to give financial rewards in the form of



allowances to deserving staff, all based on the performance appraisal results taken on staffs' performances.

Also, it is recommended that the Co-ordinating Council should have a policy on the disbursement of funds to departments and units for the conduct of performance appraisal in every year.



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APPENDICES

QUESTIONNAIRE

UNIVERSITY FOR DEVELOPMENT STUDIES, TAMALE

Dear Respondent,

I am conducting a research entitled “*Assessing the Role of Performance Appraisal System on Staff Performance at the Northern Regional Co-ordinating Council, Tamale*” as part of my Master degree studies and you have been selected as part of the respondents to respond to the survey questionnaire. I will sincerely ask for your participation to fully help me acquire a higher level of understanding of Performance Appraisal System on Staff Performance.

I do understand that your time is valuable; I believe that this survey will only take about 35 minutes of your time. Be assured that, the individual respondent results will remain confidential at this stage. Only the final results will be made public through the academic report.

Thank you for your time and expertise

SURVEY QUESTIONS

Please choose the option that applies to you by placing a tick in the bracket of your choice. Please give only ONE answer.

Section A: Bio Data

1. Sex: 1. Male () 2. Female ()
2. Age: () 22 and below () 23 – 33years () 34 - 44years () 45 – 54years () 55+ years
3. Marital status () Single () Married () Divorced () Widowed (Optional)
4. Which of the following best describes your level of education? (Optional)



Degree holder () HND () Postgraduate () SSS/SHS () JSS/ JHS ()

5. Years work in the institution? 1-4 years () 5-8 years () 9-12 years ()

13-16 years () 17+ years ()

6. Category of staff? Junior staff () Senior staff () Management ()

Performance appraisal processes and procedures

7. Are you given any notice before performance appraisals are conducted?

YES () NO ()

8. If your answer to question (8) is yes, what is the timing of the notice given to you (appraisee) before the Performance Appraisal takes place?

One month () Two months () Three months () No fixed period ()

9. How often are you appraised?

Once every term ()

Twice a term ()

Three times a term ()

As and when it is necessary to do so ()

10. Which of the following PA processes do appraisal officers mostly involve employees in during the appraisal exercise?

Establishing performance standards ()

Communicating standards and expectations ()

Measuring the actual performance ()

Comparing with standards Discussing results ()

Decision making ()

11. How do you assess the officers who conduct Performance Appraisal?

Very knowledgeable () Knowledgeable ()

Not very knowledgeable () Not knowledgeable ()



12. Are employees involved in the target setting? YES () NO ()

13. How is the appraisal done in your unit?

Appraiser uses a rating scale to appraise ()

Appraiser writes employee performance in essay form ()

Appraiser records exceptional behavior of employee at work ()

14. Who does the appraisal?

Manager or Director ()

Employee ()

15. What happens immediately after the appraisal?

Feedback () Punishment () Training ()

Appraisal systems and procedures

16. Rate the extent to which you agree or disagree that the following statements best describe your organization. Use 5 scale rating whereby: 1= Strongly Disagree, 2. Disagree 3. Not sure 4. Agree 5. Strongly Agree

Statement	Agreement				
	1	2	3	4	5
Northern Regional Co-ordinating Council has got an appraisal system in place					
Key performance criteria (i.e., competencies, behaviours, results / outcomes) have been clearly identified in the appraisal system					
The criteria have been developed in consultation with workers and appraisers					
There is understanding and support from key stakeholders (e.g. workers, supervisors).					
The necessary resources are available to implement an effective performance appraisal system.					
The performance criteria have been extracted from an up-to-date job description.					
The assessment tools are structured, with clear explanations about the criteria to be assessed, and performance standards					



Appraisal Process

17. Rate the extent to which you agree or disagree that the following statements best describe your organization. Use 5 scale rating whereby: 1= Strongly Disagree, 2. Disagree 3. Not sure 4. Agree 5. Strongly Agree

Statement	Agreement				
	1	2	3	4	5
Sufficient preparation is undertaken by the Heads / supervisors and workers before the appraisal process					
The appraisal process is fair					
The appraisal interview designed to be a constructive, two-way discussion of performance and goal setting					
The workers are encouraged to participate in appraisal discussions					
Workers are provided with regular feedback					
Feedback provided is constructive					
Progress towards goals are reviewed at regular intervals					
Does the appraisal process presents opportunity for feedback					

Impact of performance appraisal and staff performance

18. How does performance appraisal affect your commitment to work?

Makes me work harder than expected ()

Makes me work at my normal pace ()

Makes me work below expectation due to how it is conducted ()

Others (Please specify).....

19. With the following ranked from 1 to 6 in order of preference (6 being the most preferred and 1 being the least preferred), which of these factors below can best help improve performance appraisals at the Northern Regional Co-ordinating Council?



- 1 -Positive attitude to work ()
- 2-Motivation ()
- 3-Further training in their area of work ()
- 4-Improved conditions of work ()
- 5-Clear definition of duties ()
- 6- Strict supervision ()

20. Rate the extent to which you agree or disagree that the following statements best describe your organization. Use 5 scale rating whereby: 1= Strongly Disagree, 2. Disagree 3. Not sure 4. Agree 5. Strongly Agree

Statement	Agreement				
	1	2	3	4	5
Helps in professional development (identifying strengths and weaknesses in performance, implementing strategies for improvement)					
Helps in identifying systemic factors that are barriers to effective performance.					
PA aids the development of reward systems					
validates administrative decisions, eg compensation, promotion, placement, etc.					
PA aids the determination of organisational training and development needs.					

Use of performance appraisal records

21. In your opinion, how are performance appraisal records useful to the Northern Regional Co-ordinating Council?

Rate the extent to which you agree or disagree that the following statements best describe how performance appraisal records useful to the Northern Regional Co-ordinating Council



Use 5 scale rating whereby: 1= Strongly Disagree, 2. Disagree 3. Not sure 4. Agree 5. Strongly Agree

Variables	1	2	3	4	5
Administering wages and salaries					
Giving performance feedback					
Identifying employee strengths and weaknesses					
Determining employee training needs					
Planning for future performance target					
Engaging non performing staff in their weakness areas					

22. What recommendation would you give for an effective implementation of performance appraisals?

.....

.....

.....

Problems associated with the conduct of PA

23. What is the main difficulty associated with performance appraisal processes being followed at the Northern Regional Co-ordinating Council?

Low commitment () Low management accountability ()

Performance Appraisal not directly linked to promotion and reward ()

24. On a scale of 1 to 5 (with 5 being Very objective and 1 being Not objective at all), how do you rate the level of objectivity of the performance appraisal process in Northern Regional Co-ordinating Council?

1-Not objective at all ()

2-Not very objective ()

3-Objective ()

4-Quite objective ()

5-Very objective ()



25. Does the Northern Regional Co-ordinating Council have enough funds, materials and equipment for conducting performance appraisals? YES () NO ()

26. Do you receive a fair performance appraisal report? YES () NO ()

27. Does the Northern Regional Co-ordinating Council have a clear cut policy on the conduct of performance appraisals? Yes () No ()

28. Rate the extent to which you agree or disagree that the following statements best describe your organization. Use 5 scale rating whereby: 1= Strongly Disagree, 2. Disagree 3. Not sure 4. Agree 5. Strongly Agree

Statement	Agreement				
	1	2	3	4	5
The needed resources are unavailable to carry out an effective appraisal					
Supervisors do not display the right attitude to help the process					
The cost of financing the process is a challenge					
Some workers are victimized through the appraisal process					
Performance goals do not consider pertinent environmental factors.					
Results are not acted upon					

